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The conference brought together 250 industrialists and management officials, representatives of state, local, and Federal government agencies, and leaders of the Mexican American and Indian communities. The purpose of the conference was to explore and outline attempts at a solution to discrimination and under utilization of talent, as well as discuss how to put disadvantaged members of the 2 largest minorities in the Southwestern States into productive employment. Excerpts from more than a dozen individual addresses and highlights of 15 panel discussion sessions were included in the conference report. Topics discussed during the conference included: (1) Creating New Plants in New Places; (2) Sources of Funds for Training Programs; (3) Developing Union-Industry Cooperation on Minority Problems; (4) Bringing Vocational Education into Line with Industry's Needs; (5) Industry's Stake in Improving Local Education; and (6) Communicating with the Barrio and the Reservation: The Myth and the Reality. (EV)

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EMPLOYMENT PROBLEMS OF MEXICAN AMERICANS AND INDIANS

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EMPLOYMENT PROBLEMS OF MEXICAN AMERICANS AND INDIANS

Recommendations and Observations Made at the Southwest Employer Conference on Mexican American and Indian Employment Problems—Albuquerque, New Mexico, July 10-12, 1968

Sponsored by: • Plans for Progress • The Inter-Agency Committee on Mexican American Affairs • The National Citizens Committee for Community Relations of Community Relations Service

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INTRODUCTION

The Southwest Employer Conference on Mexican American and Indian Employment Problems, held July 10-12, 1968 in Albuquerque, New Mexico, brought together 250 industrialists and management officials, representatives of state, local and Federal government agencies, and leaders of the Mexican American and Indian communities. Their purpose in meeting was to explore and outline the attempts at solution of one of the nation's most pressing problems: How to cope with the cancer of discrimination and underutilization of talent as well as how to put the hard core, disadvantaged members of the Southwestern states' two largest minorities into productive employment. The participants came from five states: Arizona, Colorado, New Mexico, Oklahoma and Texas.

The conference consisted of three general sessions, two luncheon and one dinner meetings, and 15 separate panel discussions. It was, as one participant put it, a "say it as it is" exchange of views between spokesmen for the Mexican American and Indian communities and employers and other leaders who are pioneering new efforts to solve the long-neglected employment problems which confront a majority of the members of the two ethnic groups.

The sponsorship of the conference was threefold. One sponsor, Plans for Progress, is an organization created by leading business employers in 1961 with a present membership of 441 companies in every state of the union who are voluntarily working to support equal employment opportunities. A second sponsor was the Inter-Agency Committee on Mexican American Affairs, created by President Johnson in June 1967 and funded by various government agencies to develop programs of assistance to the Mexican Americans of this nation. The third organization to join in sponsorship was the National Citizens' Committee for Community Relations, a group of more than 400 leading Americans appointed by President Johnson following passage of the Civil Rights Act of 1964. Its purpose is to enlist the skills and strengths of these leaders in supporting the nation's efforts to assure equality of all Americans. The National Citizens' Committee functions as an adjunct of the Community Relations Service of the U.S. Department of Justice which was created by Congress to help communities cope with disputes and difficulties rooted in racial and ethnic discrimination.

The conference is believed to have been the first time in history that such a broad cross-section of employer, government and Mexican American and Indian representatives met to exchange views on the best ways to attack the problem of job discrimination. Spokesmen for both individual companies and community-wide organizations discussed scores of specific projects and programs recently inaugurated in the belief that a successful program brings benefits not only to minority group members but also to industry, the community and the Nation as a whole. It is evident that significant progress has been, and is being made, although some spokesmen warned that an even greater effort must be forthcoming if social unrest is to be avoided.

This Report of the Recommendations and Observations made at the conference has been prepared by the sponsoring agencies to assist employers and other community leaders who are considering starting or improving employment, recruiting and training projects among Mexican Americans and Indians. For additional copies, or further assistance and information, write to:

Inter-Agency Committee on
Mexican American Affairs
1800 G St. NW
Washington, D.C. 20026

THE CONFERENCE PURPOSE—

Excerpts from the opening address of the Conference Chairman, W. PAUL THAYER, President, LTV Aerospace Corporation

As your conference chairman, I think it's appropriate in kicking off this morning's round of discussions to dwell a little bit on the purpose of the conference.

Through the joint efforts of the three sponsoring organizations, which are Plans for Progress, the Inter-Agency Committee on Mexican American Affairs, and the National Citizens Committee for Community Relations of Community Relations Service, it was concluded at a meeting in Austin, Texas, with Mexican American, Indian, and Industry representatives, that matters relating to employment opportunities needed to be discussed with employers throughout the five-state Southwest area.

Now, it will be impossible to fully review, and analyse, each subject as related to every kind of business. But it is our hope that the primary aspect of each subject will be covered sufficiently to allow each of you in turn to apply it to your respective company or business.

Unemployment and underemployment of Mexican American and Indians, there is no question, is a national problem. There is not only the matter of attitude, but the need for an understanding of the solutions available.

We require new ways of dealing with these minorities, so that they may be assured of their proper role in the employment field.

Although conversation does not always give us solutions, nevertheless conferences are one of the best ways to relate successful experiences of those companies already involved in the activities of equal employment.

We are not kidding ourselves. Many of you come here because you have a real interest. You want to be here. Others come because there's a certain degree of interest and you sort of think you ought to be here. Then there are others who I am sure come because your company felt that by their absence they would be conspicuous, and it would reflect on the company in a deleterious way. It doesn't make much difference how you came, as long as you keep your ears open and an open mind and listen to some of the things that are going on around you.

I can speak with some authority on this because our company, and all the people in it, have gone through all three of those phases. But we have had some extremely interesting things happen to us as we got up speed on the sort of things that we are talking about.

One of the most notable, which you will hear more about this afternoon, was the effort we made in the Rio Grande Valley, which came about, very frankly, not only because it looked like a good opportunity to be helpful, but also because we needed some workers. It wasn't all altruistic on our part. But we went down into the Valley and with the help of an awful lot of people, both city government and national and state governments, we set up a training school for the Mexican American and we got all kinds, as far as education was concerned.

We now have about 500 that we have imported from the Rio Grande Valley into Dallas, and let me tell you that we are mighty proud of them. They have not only turned out to be excellent workers but the kind that when the bell rings at five o'clock and they have the hammer half way back, they don't drop it. They will go ahead and hit that rivet or whatever it takes. They are an inspiration to some of the old timers who have been around a few years because they set up a pretty good work pace. They continued their education up until the summer started. I think about 90 percent of them were going to night school.

We are very enthusiastic about the program; so much so that I am sure we are not going to stop at the 750, which is our national goal.

Now I am not up here to toot the horn of my company, but I did want to relate that to you as an experience which we look back on, not only with a great deal of pride, but as one which we feel the real benefits of in dollars and cents and on the hard business philosophy basis.

It's been traditional in the business field to share and exchange knowledge, techniques, workable solutions to problems; that's worked successfully in marketing and transportation, legislation, personnel policies, and so forth. I see no reason why it can't work in the application of employment practices, which is the main purpose of this conference.

The speakers on the program have been selected for their know-how and success in handling the subjects designated for their respective panels. Some panelists represent large corporations and others small ones. We found that size does not materially affect the purpose or the practice in combating the unemployment and underemployment problems we are addressing ourselves to today. Although often industry seeks answers from the academic field, which rightfully approaches the subject from the objective viewpoint of research and studies, it is just as useful, and in some cases more so, in my opinion, for those on the firing line to exchange ideas based on personal experience. This applies to practices within the company, or between the company and the community, and between groups of employers or between individuals.

Now obviously we cannot overlook the fact that we can also learn from government, as well as private organization experts. By this I refer to members of the Department of Labor, Bureau of Indian Affairs, Ford Foundation, and so on. We will hear from them.

The key to the success of this conference, as I mentioned earlier, is your participation. You will have a choice of Panels in which you participate and we will have individual speakers for several general sessions, although we might not always find sufficient time to handle all questions and answers during a given session. You are invited to submit those questions that go unanswered to the moderator, who in turn will assure you an answer from an appropriate source.

MEXICAN AMERICANS AND INDIANS IN THE SOUTHWEST—

Excerpts from the address by VICENTE T. XIMENES, Commissioner, Equal Opportunity Commission; Chairman, Inter-Agency Committee on Mexican American Affairs

I am very delighted at the large turnout to this historic Southwest Conference. It is historic because this is probably the first time in the history of this nation that a large group of industrialists, government officials, and members of the Indian and Mexican American community have come together to try to solve a difficult problem, but not an insolvable problem.

Mr. Thayer mentioned that I was Chairman of the Inter-Agency Committee on Mexican American Affairs, and that's something fairly new and I thought I might briefly tell you what it's all about.

This Inter-Agency Committee was created by the President. It is an Executive committee. It is funded by various government agencies. Its purpose is fairly simple. It has three objectives: To design programs and projects that reach the Mexican American of this nation, to create new programs that may also reach the Mexican Americans of this nation and, finally, to go out and to hear, and I lay stress on the words "to hear," the solutions to the problems of the Mexican American.

It is for this reason that the President, in October of last year, decided that he would send five of the Cabinet members of my committee and myself and various other government officials, including John Macy and Sargent Shriver, to El Paso, Texas, to hear the voice of the Mexicano and, again, this was a historical event. It was the first time in the history of this nation that a President of the United States had seen fit to send five Cabinet members and other officials to go out and not to talk to the community, but to listen to the community and to find out what is bugging that particular segment of society.

This particular conference grew out of the declaration by Mexican American and Indian citizens to private industry that our problems cannot be swept under the carpet. While the Negro has suffered color discrimination, we have endured historical discrimination and a system of education that screens us out even before we get to high school. The Eastern colleges and universities, in cooperation with foundations and private industry, have been diligently working to overcome color discrimination in the East, the Midwest and the South. Our own universities of the Southwest, which are literally surrounded by Mexican Americans and Indians, continue to study the architecture and life of the ancient Inca civilization of Peru.

I say to you, "That's fine." I am not against foreign aid or anything like it; but when you have a situation such as we have here in the Southwest, with such a large number of people, I think that it should concern the best minds of this nation, especially those minds that we have at the universities and whom we certainly expect something out of because they are very intelligent individuals, very well-studied individuals, who can spend time on research and programs designed and devised to reach this rather large number of people.

I think certainly that our universities have failed in this and I think that you who do have an influence on these various universities certainly should make the attempt to go to them and ask them to begin the work of trying to get programs and also Mexican Americans into universities.

I made the statement in the State of Colorado that in June of this year only 100 Mexican Americans were going to graduate and the *Denver Post* picked up that statement and called the various universities and found out that no one could refute that statement. As a result, they issued an editorial and said that if that's the case, then it's an indictment on the educational system of the State of Colorado.

I commend those of you who have come here today to give life to our demand for equal employment opportunities. I am convinced that the industry employers of our nation have now come to realize that they have a great responsibility to assist in fair employment practices for Mexican Americans and Indians. Equal opportunity is the trend of our time and the way of the future.

I used to be a research economist here in Albuquerque at the University. I remember the methods used for establishing a plant or business at that time. We studied the market, the utility rates, the income levels of the market, the transportation system, and many other economic and social factors. We always *assumed* equal employment and that was a very wrong assumption. The Indian and the Spanish surnamed were screened out by the companies—sometimes deliberately and sometimes by tests that discriminatingly eliminated us. We now are aware of the necessity for employers to rid themselves of this habit of assuming equal employment. Now it becomes necessary to reach out for the minority group member in order to make up for the neglect of more than a hundred years.

No Lack of Skills

For one cannot look back and say that such conditions—that is, the conditions we see now—were created by lack of skills. This country on which we stand right now abounded in skills of all types. We may not have known the methods of mass production, but we knew the basic art of production.

In this respect, I recall very vividly my work as program officer in Ecuador. We guaranteed a loan to U.S. General Rubber and Tire Co. for a tire plant in that country. The plant was located in the Indian and mestizo area of Ecuador. All the employees except one or two U.S. managers were Indian and/or mestizo and they, too, produced "the finest tire in the world."

Ask Mr. Thayer here who just mentioned his program that they have in Dallas, Texas, or ask Mr. DiCorcia or Mr. Lloyd what they think of the Mexican American workers from the Rio Grande Valley of Texas whom they now employ. In a very short period of time they hired 21 Mexican Americans, June graduates, merely by the fact that they came to our office and I gave them a list of June graduates in various parts of this country. They picked up the ball and, sure enough, yesterday I received a letter from Humble Oil Company that says that they have hired 21 Mexican Americans to work in various parts of their activity, and not in just janitor type of positions. These are engineers and these are accountants and these are auditors, and I commend those particular companies for moving ahead on this kind of a program. They are more than just pleased. The point is that I could give several examples of successful hiring programs for Indians and Mexican Americans, but these are the exception rather than the rule.

Conditions Are Changing

Not many years ago a meeting such as this to discuss the employment and unemployment problems of Indians and Mexican Americans would not even have been considered. In fact, the very composition of the Mexican American ethnic group was unclear and some confusion still exists. The Mexican American may be a descendant of the Spanish explorers Cortez, Cabeza de Vaca, or Coronado. Or he may have recently immigrated from Mexico and may very well be a descendant of the great Aztec civilization. Or he may be a mestizo from the union of Indian and Spanish. There are others in the United States who have the same features, background, language, and surnames, but who are not Mexican American. For example, there are Puerto Ricans, Spanish Americans, Central Americans from Costa Rica, Panama, etc., and South Americans. Therefore, among the Spanish speaking Americans—the second largest minority group in our country—we find a great diversity in origin, yet a great communality in traditions and language. They have also shared the same problems and experiences as citizens of the United States.

The American Indian in the Southwest is linked to the Mexican American by history and by similar difficulties. As the Anglo American moved out into the frontier of our nation, both the Indian and the Mexican American gave way. They lost lands which they had held for centuries; the Indian was shunted aside; the Mexican American lost his footing on the ladder of society; he became the governed in his own village; his language, which had been the tongue of commerce, became the stigma of the "foreigner". This was no longer home for the Indian and the Mexican American.

We, the Mexican Americans and American Indians, had to settle for menial, low-paying jobs and, as the years passed, in menial jobs we stayed. Our children rarely reaped the benefits of education. There appeared in towns, in villages and in cities certain poor sections, or barrios—the ghettos of the Mexican American. On and off the Federal reservations, the American Indian suffered the same process. The patterns of poverty were set and our children have been heirs of a doubtful future.

This burden of poverty has fallen heavily not on hundreds of people, but on millions of American citizens. There are approximately 10 million Spanish surnamed citizens in our country, of which 6.5 million reside in the Southwest. In 1960, Mexican Americans represented over 12 percent of the total population in the five Southwestern states. Of the approximate 600,000 Indians reported by Commissioner Bennett of Bureau of Indian Affairs, some 260,000 or 43 percent live in the five Southwestern states and Oklahoma, the majority on reservations.

In 1960, more than half of the Mexican American rural families and nearly a third of the urban fell in the income category which is associated with poverty conditions. Now I realize that since 1960 there have been major improvements in the number of people who have gotten out of this poverty condition, but we start with 50 percent, and even if we cut it by 15, we are still back to 35 percent. This, indeed, is a situation which cannot be tolerated in this country when, let us say, we have 35 percent who still exist in poverty now, and probably a little more, because what happens is that when we see a $3,000 income level as a poverty condition for a family, the cost of living has also increased so that most of those in the 15 percent who have reached this level since 1960 haven't moved up one bit.

An Area of Poverty

The areas of greatest concentration of low income coincided with those of high density of Spanish surname population. This is true on a national basis. Fully one quarter of our nation's poverty can be found in the Southwest where only one-sixtieth of our country's entire population lives. This also happens to be the area in which almost two-thirds of our Mexican American citizens and nearly one-half of our Indian citizens reside.

To further examine income patterns, we find that:

The 1959 family income under $3,000 of urban Spanish surnamed families was 28 percent in Arizona; 17 percent in California; 28 percent in Colorado; 33 percent in New Mexico; and 47 percent in Texas.

These percentage figures that I give indicate the percentage of people who are at the poverty level, or perhaps below. With the rural families it's even worse; 50 percent in Colorado; 53 percent in New Mexico; and 69 percent in Texas. So even if you cut 69 percent in this period of seven or eight years by a quarter, you are going to get something like 40 or 45 percent at the poverty level. In the case of an Indian, the median personal income, for instance, in the Southwest and Oklahoma was $1,400. Seventy-five percent of the Indian families have incomes under $3,000.

"Appalling," you say? Yes, for yet to come is the era of true opportunity where it counts most—in employment. While "figures can lie and liars can figure," while statistics can be used to distort rather than clarify a given situation, and while numbers tend to obscure the man, the individual, they do form a general pattern that illustrates the magnitude of a problem.

45 Percent Subemployment

The unemployment rates I will not mention to you because you know as well as I do what those unemployment rates are. If we talk about unemployment strictly as does the Bureau of Labor Statistics, we come up, in the case of Mexican Americans, with a rate at least three times as large as the rest of the population. In the case of the Indian, perhaps even more, perhaps four or five times. But if we talk about subemployment rates—that is, persons who work one day a week, persons who are counted employed but are unemployed in terms of having only a few hours of work a day—then we run our percentage up to as much as 45 percent subemployment rates in Arizona, San Antonio, Oklahoma, and various parts of this nation.

In the 1966-67 Equal Employment Opportunity Commission survey of private industry and in the 1967 Civil Service Commission report on minority employment in our government, the Mexican American and American Indian employees were found to be in the less skilled and lower-paying jobs. Private industry, municipal, state and Federal institutions are all guilty on this point.

There are 50 percent white collar employees in 25 standard metropolitan statistical areas in the Southwest. Fifty percent of the people who are employed in these areas are white collar workers, but in the case of the Spanish surnamed only 20 percent are in that category. In the blue collar class, 65 percent of our workers, that is Spanish surnamed workers, are in that category. In the case of the American Indian, he is about 50 percent in the blue collar category and about 31 percent in the white collar category.

In regard to participation of Spanish surnamed Americans, nationwide, if we put all the industries together, we are participating at a rate of about 2.5 percent. That is to say, there are 2.5 percent Mexican Americans employed by all industry in a nationwide survey. But in the utility industry only 1 percent of the employees are Mexican Americans, or Spanish surnamed people. I would very, very much appeal to you, if any of you have any influence in the utility industry, the electrical, gas, pipeline industry, to ask them to help us in trying to overcome this particular situation. I think it would help a long way insofar as eliminating some of the frustration that we hear about in the nation today where youngsters who are out of school cannot find jobs. I think utility industries that have employment numbers which are very, very high and employ only 1 percent of a minority group, in this particular case the Spanish surnamed, I think they need some looking into.

This is the way the utility industry shapes up. Out of more than a half a million utility employees in the nation—mind you, half a million, —only 6,000 Spanish surnamed people are employed by the utility industry. Six thousand people out of about 10 million in this nation.

I bring these things up before you because I want you to know, as I said, the extent, the long road we have to go. And the necessity for not just policy statements, but for aggressively putting on warm live bodies to work in some of these industries.

The Civil Service Commission just came through with a report of the minority group employment in the Federal government. I might add that the Federal government is quite a bit better in regard to minority employment than minority employment in various industries. In these five Southwestern states, about 10 percent of the people working for the Federal government are Mexican American or Spanish surnamed. However, as the grade classification goes up, the numbers percentage-wise go down. They should stay the same, you know, in this kind of a situation. As job classifications go higher, they fall even lower and, of course, as we get to the higher categories, the grade 12 to 18 categories in Federal employment, we are down to only about 1.5 percent. In the case of the Indian, he is way over on the lower category in Federal employment.

Much to Be Done

There is yet much to be done by both government and private industry. There exists a problem in our society when Mexican American and Indian children have a school dropout rate that is two and three times the national average.

The educational system of our nation probably caused the greatest damage in terms of screening out youngsters in the process of getting them an education. At least they screened out the Spanish surnamed person.

I think one of the main reasons was the matter of language. In our society we are so eager to get this youngster to be able to speak English, that we in the educational system said, "The first thing you have got to do is learn the English language. That's the first thing you have to do, because, after all, you are going to be living in a society in which the English language is the most important asset you can have."

That's fine. I agree with that. But not when you apply this kind of a theory to a youngster who is six years of age, and to a youngster who is not looking for a job at six years of age but is looking for an education. The system didn't understand this. The system insisted that you must speak the English language as soon as you hit the schoolground of this nation, and that was the biggest mistake that has ever been made in this part of the country. I can understand the immigrant who comes from Europe, who came to this country, and who said that the first thing I've got to do is shed the culture, shed the custom. I have an ocean between me and I am going to start anew. That's a perfectly fine approach for a person who came from Europe. But that's not the approach to try to inject and impose upon a group of people who are not immigrants, who were already here, and who have relatives and friends here.

How could it be that a system for over a hundred years used this type of suppression? As a result, our kids would drop out at the first, second, third, or fourth grade because if they were integrated they certainly could not keep up with the rest of the class, who began their classes in English and who knew immediately how to take an examination when ours didn't even know how to do that.

I give you this background so that you will understand why it is that we are so insistent that certain things be done at this particular time and that they be done in a hurry. I would encourage you to study this subject that I have spoken about. The Congress of the United States has in fact admitted that something has to be done in this area of language, and it passed a bill last year recognizing this. Congress passed a bi-lingual educational bill and appropriated $30 million, and then the Congress this year knocked out every cent of it, and at this time we have a bi-lingual bill with not one single cent on it.

I ask those of you who have any influence with Congressmen to assist us in trying to get some funds for this particular bill that is in Congress at this time. There are many, many people, especially the Congressmen from the State of New Mexico, Senator Montoya, Senator Anderson, Congressman Morris, Congressman Walker, who are supporting additional amounts of money in order that we may begin this process of bi-lingual education in this part of the country.

President Johnson and his Administration have recognized the disparity which exists between the well-being of our nation as a whole and that of the Mexican American and the Indian. As I have pointed out, the Federal government has not yet achieved equal employment opportunity in the skilled and professional level positions. But I can make the general statement that we did as much in Federal employment in two years as was done in the previous 100 years. We were able to do this through the combined efforts of the Civil Service Commission, the various Departments of the government and the community resources of the Inter-Agency Committee on Mexican American Affairs. Our efforts have achieved some results on which we can and will continue to build.

I visited the State of California not too long ago and in my question and answer period, I was criticized for the lack of government employment, that is, Mexican or Spanish American surnamed employment, in the State of California. The fact of the matter is that in the last two years in the Post Office Department we employed 2,000 Mexican Americans in the State of California. In the previous 100 years, or since the history of the Post Office Department, they had been able to put on but 2,000 and we put on 2,000 in two years. This is a record. It is a good record. It's a record upon which we need not apologize to anybody. But it's not enough because you are trying to overcome a hundred and some years of neglect. This is why when you do perform a project, when you do get something going at this time, you still will be criticized for tokenism. That's not enough, and the reason for it, of course, is this hundred and some years of neglect and it's difficult to overcome in a short period of time.

Recommendations Made

I would like to encourage you to discuss and consider some of the recommendations which the Mexican American community presented to the Federal government and which we are trying to implement.

—Establish systematic and widespread means of contact with Mexican American organizations for employment referrals.

—Let the Mexican Americans know that top level positions are not beyond the realm of their capabilities and that you welcome their applications.

—Make the knowledge of the Spanish language and culture a part of the requirements for positions in areas of concentrated Mexican American population.

—Conduct sustained efforts to visit colleges with high Mexican American enrollment and include Mexican American recruiters on your teams.

—Utilize the Spanish language communications media to advertise job openings and training programs.

—Examine the promotion system being used for provision that might enhance, facilitate and legally justify discriminatory practices.

—Keep in touch with the personnel facilities and resources of the Inter-Agency Committee on Mexican American affairs.

—Evaluate your examinations, job descriptions, entry-level position requirements and interview procedures so that you do not automatically turn away the disadvantaged.

Finally, I think you should adopt the standard letter to subcontractors which states that those who do not show a positive program are not going to get this business.

Most important of all, if you don't apply manpower and resources to an equal opportunity employment program, forget it. The policy statement doesn't mean one single thing unless you apply manpower and resources in the same manner that the LTV Corporation applies manpower and resources in order to make a program work, or in the same manner that Humble Oil decides to put some people to work on a project. It costs them money to do this sort of thing, but this is the sort of thing that must be done. If you do not apply the necessary manpower and resources, the program is not going to succeed. It is going to be a paper program and, therefore, I say to you that you must apply these things.

I was in New York at the EEOC hearing when I heard the representative of *The New York Times* come before us to tell us about equal employment opportunity, and they had a very beautiful statement of policy on how they carry out equal opportunity employment programs within their particular industry. Finally, the question come up, "Fine, you have a very fine policy statement. Now, how many Puerto Rican reporters do you have on *The New York Times?*"

"Well, none."

"Well, how many Negroes do you have?"

"Well, two."

"Well, that policy isn't working."

You see, something is wrong. You haven't applied any manpower and resources. By the same token, there were other companies who came who did have personnel, did have a program to work on, and did succeed on it.

I think with understanding and determination we can bring a little more sense to our society of abundance and correct the mistakes of the past. The time for action is now. Freedom from discrimination is not enough, President Johnson has said, "There must be freedom from the disadvantages that 200 years of discrimination helped create. There must be freedom of opportunity, freedom to work."

A VOICE FROM THE BARRIO—

Excerpts from the address by The Reverend HENRY J. CASSO, Episcopal Vicar for Urban Affairs, Catholic Archdiocese of San Antonio

On June 25th of this year, a congressman from Texas, having witnessed one of the greatest disillusionments of the Mexican American, the 96 to 95 vote which defeated the bi-lingual education bill in the House, put these words in the *Congressional Record:*

> "Mr. Chairman, our Spanish surnamed citizens are a patient people. They have kept their peace for generations, during chaotic years for our entire nation. Throughout this time, however, they have failed to enjoy the benefits of the American economy, continuing in a poverty which is even worse than that of the Negroes. They have been patient, waiting for the time when their chance for self-advancement would come. Knowledge of English and the schooling which follows both represent that chance, and the bi-lingual educational act represents the means for seizing that chance."

To you who have not been keeping up with this bill, perhaps I could digress a moment to say that in my opinion and observation never before in the history of Mexican American relations have these citizens rallied behind a piece of legislation with so much solidarity as they did behind the bi-lingual bill. The bill came into law. There is a long list of votes for this magnificent program which will help in the education solution.

But we find now a lack of appropriated funds to support it. You figure that out for yourself. How true the words of this congressman are! What hope, trust, and confidence our people have had, but as the tape from the statistical computer comes forth we are startled to realize that this trust and patience has caused a projected picture so dismal, so disillusioning, so shocking that few choices really are left for the people in the barrio to take.

I quote from page four of the report from the conference held last June in Chicago where 200 business, industry, and executive men gathered similar to this. It reads: "A business executive from the *Minneapolis Times* admitted the job efforts for the Job Efforts Council there had not been making much progress until last year in August when we had the first bad riot in Minneapolis."

We got some jobs very quickly. The Job Problems Council got busy and got this done. Those are his words, not mine. There are those in the barrios who are really beginning to believe this. Look at the long struggle of Cesar Chavez. Cesar Chavez has met fierce opposition by vying with industry to obtain decent living wages so the farm worker can attain his own decent education, his own decent housing, decent health, living in dignity as a worker.

If you will dig, as I have, into the reasons why Cesar Chavez had to go into his hunger strike, then you are going to be taking away the frills and externals. The reason why Cesar Chavez had to go on that hunger strike is to get a written commitment from his followers that his movement would be a non-violent movement.

How patient must our people be to see that the same movement that launched a march of 400,000 in the State of Texas from Rio Grande City to Austin under the flag of our country, carried by one of five marchers over 80 years of age, was refused an official audience by the head of the state who sought to do business under a mesquite tree along the highway?

How patient must they be to have the clamor for a $1.25 an hour wage fall on the deaf ears of the legislature? There was another group from another part of the state who wanted to join this march, but join by leading with a flag held upside down. Our people, still with hope and trust in the symbol of our country, marched with the symbol of hope, furled again on high, refusing to move unless this other group either put the flag where it should be or not join the march.

How many of these returned to their homes to be beaten, or see beaten their neighbors or friends, sometimes even by those representing the guarantees of that flag which they once held so high? How long and how patient?

A Stir Is Caused

Within this year many things have taken place which have caused a stir and a movement unlike any we have ever seen before. In a city 30 miles north of San Antonio the barrio heard that the national president of the U. S. Gypsum Company was made chairman of a special presidential committee dealing with minority equal opportunities. At the very same time a strike was prevailing there in the city, called by the Mexican American employees who were fed up with unequal pay for equal jobs performed, and one of the shocking issues that was raised was that they were unable to obtain housing comparable to their Anglo counterparts in the company of the same individual. How patient and how long?

Take Lubbock, Texas, a rather large cotton compress which experienced the Mexican Americans being fed up with unequal treatment, unequal pay, unequal advancement, and unequal opportunity only to find themselves being replaced by the green carder situation. When one of these was found dead they were raced across back to Mexico and are replaced now by Negroes from east Texas. Can you even begin to imagine the explosive tension that was created, pitting one minority against another, both fighting to live in a situation that both should have joined forces to correct. My God, what would you do? How long must we ask these people to be patient?

In San Antonio we find the first successful case in the Addressograph decision, but you can be sure, gentlemen, it is only the beginning of many lawsuits to come. Presently there is the extensive lawsuit by the Mexican American community against the City Public Service, whose record of glaring patterns of discrimination is a source of grave community shame.

It is interesting to note that at a community meeting preparing the materials for the confrontation of the City Public Service, some of the younger element, when the courts flaunted these efforts, responded with this remark: "We know where the transformers are." How long should we ask them to be patient?

On the heels of this we find in the same community further demands for the Federal investigation of the largest employment installation in the Southwest hiring Mexican Americans, Kelly Air Force Base. Again, we find a glaring rejection of the slow processes by which society today is held in bonds. The feeling is growing that if our boys are dying in Vietnam in a disproportionate number, we can at least have the opportunity to compete equally here at home.

Growth of La [redacted] RAZA UNIDA

This past year has seen the birth and growth of the movement called La [redacted]a RAZA UNIDA, a term very badly misunderstood. Its great significance has been that groups, organizations, and people have come together. People who historically had never come together a year or two before come now together to seek solutions to these things that we are mentioning. From this in Texas we saw the call for the boycott of the major oil industry, representatives of which are here today, for lack of employment of Mexican Americans, especially in areas where there is a high concentration of them. To me, gentlemen, the boycott itself was not that effective, but when you study this particular call, the significance of it was the desire and the movement toward the use of such techniques in the future.

In Colorado the beet workers, most of whom are Mexican Americans, are refusing to work the fields of those who do not guarantee decent housing and give assurances of wages that are promised. They came thousands of miles only to see that a promise that had been given had not been kept. Wages that had been promised were not received; houses are wallows. The treatment of the past is forcing them to realize that we will no longer be patient. We must be careful with our trust.

There is often the reaction that the Mexican American does not want to work, is ill-trained, is ill-educated.

To the first let me give you what the Mexican American was saying in a recent survey made in San Antonio, Texas, by the U. S. Department of Labor. Many of the unemployed in the surveyed neighborhood said they are willing to take concrete steps to improve their chance of getting a decent job. When asked what they would be willing to do to prepare for a job, 75.2 percent said they would be willing to take on-the-job training. Fifty-three percent indicated that they would return to school for training if necessary. The figures of LTV are figures that all of you ought to record and take back home with you. I will let them reveal the willingness of people working 13 and 14 hours a day and then going to school at night.

Gentlemen, you wouldn't do it; neither would I. To those employers who so readily respond that there is lack of skills and education and so forth, could I ask you: What have you employers, you industrialists, done to express your needs in education? At no time have I heard a major employer in business, in industry or government, raise the issue that public education for the Mexican American has failed. Some of us have been struggling to convince our young to stay in school and get a good education, but what do we hear? Commissioner Howe, U. S. Commissioner of Education, in his address to the first Mexican American Educational Opportunities Conference stated:

> "I would like to talk about the education problem and it is basically just one problem: The helping of every youngster, whatever his home background and whatever his home language and whatever his ability, to become all he has in him to become."

This, by the way, is the hope and the aspiration of the Mexican American. Such a goal is a lofty one, and it is doubtful that the schools will ever achieve it perfectly.

The Schools Have Failed

What must concern us is the degree to which many schools failed to come within a country mile of that goal. If Mexican American children have a higher drop out rate than any other identifiable group in the nation—and they do, 80 percent—the schools cannot explain away their failure by belaboring the Mexican American problem. The problem simply is that the schools have failed with these children.

You would not tolerate an 80 percent drop out in your business, but we tolerate it in our formation of human beings. This is what the highest man in education is saying.

Now let's take a look at what the barrio is saying.

In Los Angeles, California, in San Antonio, Texas, New Broomfield, Texas, in Arizona, Colorado, and here in New Mexico, inevitably when you look at these walk outs and what they are saying you are going to find that they are saying that their education is lousy and the facilities are lousy, that there is a lack of counseling—in a word, they are challenging that education which society said, you and I said, was so badly needed.

In California we have right now individuals who are in jail because they clamored for good education. We find the burning of schools. We find lawsuits. The barrio has raised the issue, the same as Commissioner Howe.

My question to you, gentlemen: What are you going to do? No longer will our student, it seems to me,—if I am to interpret what they are saying —just drop out of school. I sense a growing challenge to do something about it. Just what form this growing challenge takes is difficult to say.

Gentlemen, I can vow to you that there is no link today between each of these things that are happening. It's a spontaneous reaction that is happening in the Southwest. Can you imagine what would happen if there came from the barrio a leader to link each of these spontaneous movements. New Mexico is experiencing its own situation with people who have no other place to go but up—and they will listen to any leader who comes along. Education is your business, because your business, your industry and your plans, your successes, prosper with good education.

May I ask you, if I can, on behalf of the barrio, to join their voice and clamor for good education.

In the State of California some 25,000 Mexican American children have been placed in mentally retarded classes, seemingly as the answer to handle the bi-lingual problem. Although some of us who have the position of speaking out prefer the courts, such as in this case, what direction will a depressed people take? What would you do? How would you respond if one of these was your child, your son or your daughter or your brother or your sister? How long can you expect a loyal people to be patient and to be silent and to just drop out?

In some of our smaller towns and communities young Mexican Americans are willing yet to defend their country. They still see an opportunity, another chance of doing something worthwhile for that which is called honor and loyalty, and yet because of their poor education many of them cannot pass the military exams. They are buffeted on the one side, kicked in the middle, and knocked down from the other. How long can we expect them to be patient, and at a time when we need patriotism? We need loyalty. It's a time, it would seem to me, that we are stamping it out.

Frustration by natural events can be tolerated, but frustration caused by a design, for how long can one bear it?

The recent showing of the CBS Report on Hunger has helped to get the story told. Many of you were more shocked than the people of the barrios. Men in the barrios were not shocked so much by what they saw, but at the reaction of those elected officials who concerned themselves more as to numbers and statistics rather than to what they would do. Some of the remarks of the national, state, and the local officials greatly disturbed the Mexican American in all walks of life. How long are we to expect our poor in the barrios to be patient, bearing such indignities from public officials?

There are many more happenings and I am sure that they will be discussed while we are here, but I only mention to you others: the forming of the Southwest Council of La Raza, the Mexican American Legal Defense Council with offices in San Antonio, and the coming together for the first time in the history of the Mexican Americans in Colorado, California and Texas. All these are going to join the voice of the barrio.

There are two things from all this that I would like to leave you: Within the Mexican barrio one of the strongest main ties has been the role of the father, the family cohesiveness and the role of authority, family responsibility and the family ties. We are finding, however, that we are at a point in time when these values may be weakening and, if not cared for, even lost. There are many reasons for this: Economic and social. Picture yourself, as a worker, working 50 and 60 hours a week in hard sweat and labor and picture dangling over your head a welfare check, offering more than your hard sweat, labor and the dignity of your work. Then come the essential needs of the children, and the first time the man takes that check he must leave his home, he must divorce his wife, and there is the breakdown.

A second thought that I would like to leave with you is, what is the future of this country? There are those who hold that the future of the country is going to depend on our relationship with the 200 million people to the south. Commissioner Howe explained to us what we have done about our international relations and our leadership as we blundered into it, at this point in history. But may I point out for your consideration that the Hemisfair in San Antonio, the forming of common markets in South and Central American countries, the number of U.S. companies this past year that have moved across into Mexico, the 14 or more companies that are here represented at this conference that have offices, branches, or factories in Latin America, tell us that we have a fresh reservoir of assets, fresh leads for you and your companies, in the Mexican Americans here in the Southwest, or wherever they may be. They can be the bridge for this country, for you and for me. They can be the bridge for the 200 million people to the south. If you, and your companies, can show that the Mexican American can be an integral part, can have an upward mobility here, can climb the ladder of your companies here with what he is, you can show the millions to the south with whom he shares cultural, language, historic, and regional ties that they, too, in those companies that you formed and are forming, can do the same in whatever enterprise you wish to go. On the other hand, if the Mexican American is held down here, is exploited here, is not allowed the equal opportunity to compete here, would it not seem that natural suspicion is caused in the people to the south? Devise ways by which our young Mexican Americans, no matter where or how poor, can reap great rewards for you, your businesses, your industry, and our country. Take this valuable asset and as a precious stone, one that's in the rough, polish it a bit, nurture it a bit, and down deep you will find only this could have sustained for so many and for so long those estimable qualities of love and warmth and loyalty, family unity, respect and religion, those qualities which you and I, your business and industry, and all our country are looking for and badly need today.

These are how I see things from the barrio and I share them with you and I guarantee there will be many with eyes and their ears waiting to know what you will do about this.

A VOICE FROM THE RESERVATION—

Excerpts from the address by WENDELL CHINO, President, National Congress of American Indians

I am a reservation Indian. I live on an Indian reservation, so all my friends ask me what I have been doing and I tell them I am one of those Indians who still lives on an Indian reservation. You know, I think you have all heard it, that some people wanted to know why the Indians were here first. We say, "Because we had reservations."

I am very happy that today I could represent the American Indian—the least of all the minorities—a race of people whose dignity and loyalty to this country is without question and without a doubt.

People often ask, "Why are you so loyal to this country?"

This has been our country and this is our country. We didn't arrive from anywhere. We believe that we have always been here; therefore, we shall remain loyal to this country. Maybe 300 years ago people thought we were savages in our attempts to defend our land because our game, our land, our streams, our homes were here. Now the whole world is involved in the protection of these same things. Instead of them calling us savages as a country, they tell us that we are murderers.

I am here to tell you that the reservation life speaks of a life that is different. We hear a great deal about the desire for equality and opportunity and the American Indian is no different. He is, likewise, interested in equality and opportunity. But he comes from a people who had a culture, a culture that is rich, full, and satisfying. As far as we are concerned we are interested in preserving and encouraging the perpetuation of this culture.

Indians have always lived apart by choice and do not desire to be integrated into the mainstream of American life. Many people find it difficult to accept this. In an age when we all want to conform, we Indian people tend to be satisfied to live on our Indian reservations or in Indian communities. Our Indian culture has stood the test of time and it has stood us in good stead for many centuries. The family was strong. The way of life was not a care until the non-Indian influence overturned this way of life. For many centuries we have maintained our language and our art and our religion.

These things must be passed along to the present and succeeding generations by us and by the elders. So this is the thing that we want American industry to understand: That the Indian comes from a life that is different. This is why we don't worry in our communities about whose skirts are going to be the highest. We say that what may work for others may not work for Indians because I have already mentioned that the Indian is different. His cultural background is entirely foreign to you, as non-Indians.

The environment in which he was reared is different. His language, his education, his family and his social pressures, all are different. But we sometimes think they are compatible with the American way of life. All that is required and asked of you is a neutral respect of our beliefs, customs, and traditions. Because of these differences, training programs, employment services, the use of unions as bargaining agents, et cetera, may not be well received by the Indian because of his lack of understanding and lack of experience with programs and entities of this type.

Patience and adequate explanation must be given to an Indian employee faced with new situations. The effects of social and rural isolation are deeply rooted. These effects are reflected in the educational and social behavior of our Indian people. They are not accustomed to your way of living. They have not had the experience in dealing with the complexities of competition for employment. The educational background is generally limited to that received in a boarding school or a small rural school. There is a strong reluctance to leave their reservation and their families, their homes, their friends, to relocate in urban areas and compete for industrial employment, such as in the B.I.A. Relocation Program.

This is because of the complex social structure of the Indian; his customs and traditions must be respected and observed. These social pressures may require that an Indian attend certain ceremonial and religious occasions. It is commonly accepted that Christmas is a holiday for many people in this country and its observance does not draw criticism from the Indian. The same courtesy should be accorded the Indian employee without criticism by the non-Indian.

Assistance to Indians

Now I would like to mention something of the history of assistance to Indians by Federal and state agencies, which is very discouraging and disheartening. The Indian has traditionally and constitutionally enjoyed a special relationship with the Federal government. In many cases, the programs of the Federal government have been those of Washington planners, whom we call the white man from the East. They are not those of the Indian. In the areas of employment assistance, the Federal government has been very weak. Their programs have been directed primarily to on-the-job training, adult vocational training, and relocation.

Only recently has the Federal government recognized the need for on-reservation employment and assistance placement. On my reservation in Mescalero, New Mexico, the State Employment Service has been responsible for employment assistance, counseling, and placement. Their history of accomplishment in this very important area has been zero. To my knowledge, not one Mescalero has been placed by the New Mexico State Employment Service.

The Federal government was under the impression that its grant in aid to states for this very important service absolved it from these responsibilities. However, some states have completely ignored their obligations to the various Indian tribes. They have been content to take and pay unemployment claims, which, incidentally, cost you and me an increase in the unemployment insurance rate. I pay that, too.

The states have recognized this problem of lack of communication between the unemployed worker and the placement and counseling agency.

Over eight years ago our neighbor, Arizona, took cognizance of a need and created employment offices and employed full-time Indian employees on Indian reservations. They were in strategic and convenient locations. The program was welcomed by both the employees and the employers. At last the employment service was providing something more than a claim service.

Into this vacuum on the Mescalero Reservation created by a lack of interest both by the State of New Mexico and the Federal government, my tribe stepped in with an employment council and placement office with money funded from the Office of Economic Opportunity or the Community Action Program. This effort, the effort on our part, has proven to us what can be done in increasing employment opportunities. Our tribal staffs shared the hard work and were placing the Apache. The placing of the Apache people has placed more than a hundred people in new jobs during the past year. We don't pay them twelve thousand; only five, six, seven thousand. But they were able to come up with a hundred jobs. These are jobs that, for the most part, already existed and that needed employees. They had previously gone vacant or were filled with non-Indians. They are located on the reservation, although most are in the surrounding towns. We have also helped our people become better workers through counseling and employer follow-up. We have assisted many of our people to obtain better work and higher paying jobs. Thus we know that the job can be done.

Importance of Counseling

One important thing we have learned is that the world of work counseling, through both the employer and the employee, can produce very favorable results. Many of our people have little knowledge of what the non-Indian employer expects of him. We thus counsel all we can in an understanding of the white man's culture, his value systems, and expectations. This is coupled with explaining Indian culture, value systems, and life demands to the non-Indian employer. We then suggest ways to settle the Indian and non-Indian cultural conflicts that can be resolved. The opening of communication and understanding is a very important part that should be followed.

I would like to briefly recommend to this conference that the State Employment agency must expand their services onto Indian reservations. The time has come when the Employment Service can no longer be content to be claims processors. Indians residing on reservations are entitled to, and must be accorded, the same services as the unemployed in the cities. Employers of Indians must be encouraged to establish contact with tribal leaders, officials, and employment representatives. We all have a responsibility to fulfill.

Indians are in many respects at the bottom of the totem pole, politically, economically, and socially. If the Indian is to take advantage of equality of opportunity, then we must give him that opportunity.

If he is to make a good and dependable employee, his background, his avocation, his history, and his education and language and culture must be observed and respected. Tribal leaders and representatives of the tribes must be given the opportunity to assist employers or prospective employers with the problem involving a tribal member. Many times we can be most helpful in resolving a minor difference, giving to the employer a more stable worker and to the employee security in gainful employment.

Then finally I think in this country we can consider the fight, especially with industries and firms who do enjoy Federal contracts. There are huge installations east of the Mississippi, particularly on the East Coast. When we need an additional plant, sometimes we take it there because we feel there's where the power and money and influence are, when we could just as well stick it out here in the Southwest and distribute employment to the rest of the parts of this country. This way perhaps we can solve some of the other problems that needle us and concern us. Do these people have to be there?

We say to you this morning, give us your hands and we will walk together into a better life for us all. There is a verse that I would like to leave with you that I think is very important, no matter what your background might be, and that is this:

"There is a destiny that makes us brothers and no one goes his way alone. All that we put into the lives of others comes back to our own."

So if you, as American industry, businesses, and firms, take into partnership the minorities, you will receive benefits and returns far beyond your expectations.

THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY—

Remarks by Dr. WILLIAM CARMACK, Executive Director, National Council on Indian Opportunity

I promised the Chairman that I merely would convey the best wishes of the Vice President. I don't think I have to say to anyone who works in Plans for Progress that this is one of the Vice President's real personal interests. Two of his national councils are represented at this conference and one is a sponsor of this meeting. He's deeply sorry that conditions made it impossible for him to be here, but he has sat with the Council, with the advisory board of the Council, many times when they have met in Washington and elsewhere.

I wish we had more time to explore some of the exciting things that are going on in Indian country in connection with location of industry, which is either tribally managed, as is often the arrangement, or jointly managed by private investors and the tribe. There have been some innovations and there is no Indian policy regarding some of the matters that Mr. Chino talked about. It should be the policy of the government, I think, to broaden options and opportunities for minority groups. Then they should make their decisions and they should make their choices and we should reflect those choices.

Many Indian people have opted to move into urban communities. About 40 percent of the American Indians no longer live on the reservation. As a matter of fact, in some four or five heavily populated Indian states, there are no reservations. On the other hand, the majority of the Indian people have their own communities and are historically related to those and are trying to develop them. Many of you represent companies that have recently explored, or have gone ahead and consummated, arrangements whereby new plants are established in connection with the tribes and sometimes with Federal assistance. All these things are very exciting.

The National Council, newly created by the President of the United States on March 6th, hopes to encourage coordination at all levels of government, and among seven major Federal Departments that have Indian programs. The Bureau of Indian Affairs, 15 years ago, spent 99 percent of the Federal Indian dollar and today they spend only 53 percent. Six of the major Departments, other than Interior, are now deeply involved in Indian programs. There's been, therefore, the relation of the National Council with members such as Mr. Chino and other Indian leaders from across the country representing the points of view of the Indian communities and with the six Cabinet members who administer Federal Indian programs under the chairmanship of Vice President Humphrey. The hope is that this can be a new tool to assist organizations like Plans for Progress in making a little more sense and making a little more unity and harmony in at least the Federal effort for the Indian, as well as hopefully also in local, state, and academic efforts. Once, again, the offices of the National Council on Indian Opportunity are at the disposal of your organizations if and when you find a way to use us.

COMMUNICATING WITH THE BARRIO AND THE RESERVATION: THE MYTH AND THE REALITY—

Summary of Four Concurrent Panel Discussions

Panel 1—Moderator: TOM E. ROBLES, Regional Director, Equal Employment Opportunity Commission, Albuquerque

BILL GOVER, Assistant Director, Oklahomans for Indian Opportunity

PAUL E. NELSON, Corporate College Relations Coordinator, Southwest States, IBM Corporation, Boulder

JULIAN PADILLA, Deputy Director, Office of Economic Opportunity, Albuquerque

Panel 2—Moderator: ROBERTO ORNELAS, Special Representative of the Manpower Administrator, U.S. Department of Labor

GEORGE SCOTT, Director, Corporate Industrial Relations, Ling-Temco-Vought, Inc., Dallas

LEO DENETSONE, Director, Economic Development Department, Navajo Tribal Council

THOMAS C. ATENCIO, Executive Director, Colorado State Migrant Council

Panel 3—Moderator: FACUNDO RODRIGUEZ, Regional Representative, American Public Welfare Association, Albuquerque

JOE FERNANDEZ, President, Armijo Community Association, Albuquerque

JOSEPH HERRERA, On the Job Training Director, SER-Jobs for Progress, Inc.

RAY B. POWELL, Vice President, Sandia Corporation

Panel 4—Moderator: JOHN L. CAMPOS, State Director, SER-Jobs for Progress, Inc., San Antonio

E. T. DiCORCIA, Assistant Employee Relations Manager, Humble Oil & Refining Co.

EDWARD GABALDON, President, Albuquerque Citizens Board for Model Cities

ALEX MERCURE, State Director, Home Education Livelihood Program, Albuquerque

Four separate Panels, on which a total of 16 different panelists and moderators participated, devoted a total of six hours of different discussions to the basic problem of developing various programs and techniques of communicating with residents of the barrios and Indian reservations.

The basic problem, all Panels agreed, is, as Moderator Tom Robles told Panel 1, that there is a great deal of sterotyping, all of a derogatory nature, which misrepresents both Mexican Americans and American Indians. Legends and myths have led too many to believe such falsehoods as that these people are slow learners, lack motivation, can't hold their liquor, have no concept of time, etc. These too common beliefs have tended to hold down opportunities for both the Indians and Mexican Americans, and they must first be put in proper perspective before intelligent and effective communication can take place.

A wide variety of views were represented by the panelists and the audience participants. It became quite evident that no one had any magic formulas for communicating with the barrios and reservations, but also it was made equally clear that certain effective things can be done to reach these people. Speaker after speaker stressed that this requires human involvement and concern with the problems of the residents in barrios and on reservations. Panelist Gover, for example, summed up by stating: "I think the problem for the millions of Indians is indifference, bigotry, selfishness, and a really sincere confusion. I think the truth is that, so far, we haven't wanted to put these aside." On another Panel, the Vice President of Sandia Corporation put the problem thus: "I think the obstacles as to communication between industry and business and barrio and reservation are twofold, or on both sides of the communications link, and understandably so. In the barrio and the reservation, whether or not it is from experience, a feeling of sensitivity, suspicion and apathy all too often exists, and from the business community there is either ignorance and misunderstanding or outright prejudice. Now, it is easy to understand these positions. The Indians, of course, have had to contend with a dominating white society for hundreds of years. The Spanish American community has had to contend with an English American or Anglo American society that engulfed it a hundred years ago with different culture, even different laws. This has resulted in the cynicism and suspicion that is still evident."

Another theme which was repeated in all four discussions was that business has the prime responsibility for attempting to find the channels of communication which are now lacking. One audience participant on Panel 4 declared that "the major point here today is for us to realize we have got to go on more than half way. We can't expect them to meet us half way because they don't have the same things to lose that the American business society does. And we had better not lose it." Another member of the audience stated: "I would like to try to clear up why it is important for the businessman to try to do the communicating. It is because he knows how to communicate, but the individuals in these areas who are hardly literate, who can hardly use any kind of language, how are they going to communicate with anyone? You are going to have to teach them how to communicate with anybody, before they can communicate with you." Repeatedly, businessmen seeking to place job opportunities before Indian and Mexican American disadvantaged told how, initially, they had greatly over-estimated their ability to communicate with these groups.

Comment by Padilla

Panelist Padilla put the problem this way: "In reality, there is a level of communication (with the poor), but it lacks two very important elements: Understanding and love of mankind. We must be able to communicate with the poor in order to understand them. Once we understand them, we will be able to help our poor. To understand the poor is to understand the following facts. The poor have poor schools. The poor have less voice in government. The poor have poor housing. The poor have poor family stability. The poor have poor health. The poor pay more for goods and services, and of course the poor work in the unskilled trades which modern technology is taking over in a sense. The poor also suffer from job discrimination. What must we do? We must make sure that all Americans have a decent standard of living, adequate housing, medical care, opportunities for education and jobs. Also, greater earning power. We have seen the reality and we have seen the needs. Now, we must see the solution. Efforts that will produce results have to be made to serve the hard core people in poor neighborhoods. Before we commit ourselves to this effort, let us understand fully that such efforts will be difficult and costly. Even though it will be difficult and costly, it will bear great fruits. But to bear fruit, business, labor and similar organizations must become closely, directly or relatedly involved with the poor. In order to be able to communicate with the poor, organizations set up to help the poor have to disseminate. We have to go into the poor neighborhoods."

If general agreement can be said to have been reached on any one point, it was that, in order to communicate, business must identify with the poor and have sympathy with them. Panelist Nelson told how, knowing little about the background and culture of the Indians when he assumed his assignment with the IBM Corporation in the Southwest, he had made it a point to learn immediately, getting in personal touch with the people and their cultures by going to their homes and churches and eating with them to better understand their problems. Others stressed the need for complete honesty and frankness in dealing with these people because, as one put it, "they can spot a phony a mile away." While some speakers stressed the importance of using the Spanish and Indian languages, others said that the language barrier really was not the foremost, or even a major, reason for the failure to communicate.

The latter emphasized the importance of understanding and appreciating the values of the Spanish American and Indian cultures in order to establish confidence in the sincerity of recruiting efforts. Myths that the people in the barrio and on the reservation "lack motivation" were examined in detail before all Panels, and there seemed to be general agreement that they should be attributed to blocks arising from past experience, poor school and training facilities not geared to these peoples' particular needs, and also in part to different cultural values, rather than to any basic defect of character which actually exists. Several stressed the need to build up confidence and the need for re-training supervisors in their attitudes and practices while dealing with problems on the job. Others emphasized that recruiting efforts must be energetic and sincere, that they are a full-time and not a part-time job, and that they are not an easy job but rather a hard one which must be done to help these people become part of the American way of life.

While several speakers pointed out that the conditions they encounter have undoubtedly resulted in resentment on the part of the minority peoples, Panelist Gabaldon pointed out that in his experience: "We are fortunate to be working together—the Spanish speaking, the Negro and the Anglo without violence. We have different views, yes, and at times we strongly disagree, but we continue to work together. This we do because we respect one another, we share similar problems, and we know that if we start fighting one another, nothing that we do will have the strength and support for success that we all want for us and the others of our barrio." Another commented: "The Spanish American is very happy in the barrio. . . . We do not want to lose our tradition. . . . We want to retain and we want to stay in the neighborhood, but we want to improve the neighborhood." Still another said: "Perhaps our job is to try and recognize what we preach all the time, that in our society we do believe in the plurality of values."

A participant on Panel 1 declared: "What the minority community is saying is that there is an affluence out there, that people are reaping the benefits of the society and we want in. This is all I think they are saying. I don't think they are saying give me anything. I think what they are saying is, all I want is the same opportunity to succeed or fail that you have."

From 182 pages of transcript covering the four Panel discussions, it is, of course, impossible to do more than indicate the main highlights. Below are published greatly condensed excerpts from the remarks of some of the panelists.

Excerpts from Remarks by Mr. Padilla:

In July of 1965, I became involved in community betterment, trying to improve along with other people in our community, not with Federal help, not with other people's help, but through our own effort. We organized ourselves to better our own communities.

However, with the understanding that we would use all agencies that could help us reach this goal in bettering this community, the Office of Economic Opportunity came into our neighborhoods. The first thing that we requested and demanded from the Office of Economic Opportunity was that we wanted local centers in our neighborhood. Our neighborhoods really became organized. People really came to the meetings because they knew something was going to be done, and it was done. We placed our neighborhood centers in poor neighborhoods, not run from the Austin office or from the Washington office, or even from the Albuquerque office, but from people from the poor neighborhoods themselves. Here is where I became involved. I accepted an offer for a job in a neighborhood center.

Served 10,000 People

Just to give you an example, in one poor neighborhood we served 10,000 people in the year of 1967. Can you imagine how many these neighborhood centers serve right here in Albuquerque? This is one example I wanted to relate to you in order to justify my statement that we have to disseminate. If this isn't done, you will not be able to communiciate with the poor or the poor neighborhoods.

One of our ideas is to get out and reach personnel. We do not sit and wait for people to come to us. We go out and knock on doors. We go and visit the people and we go and talk to the people.

Last year, the poor neighborhood in Albuquerque took 400 to 500 people to Santa Fe to lobby for a minimum wage, for a decent wage in New Mexico. They were successful. The poor neighborhoods in Albuquerque time and time again have been asked to save a program that is very important to them. It is a program that hasn't been tried anywhere else but it is a program that is successful and is a good program here in Albuquerque. It is a program which we call the Home Improvement Program. These poor neighborhoods have had to save this program time after time because the Washington officials and the Austin officials don't understand this program because it is too simple. But this is their program, they want it and they still have it.

The establishment, if you want to call it that, communicates with the poor through television and the poor also have television. The TV portrays the New Mexican American as being a lazy man. We are being stereotyped with this image. We are not lazy, we are just as good as anybody else.

The other way they see the communication with the poor is through text books in our schools. Mary and Jane. How about Pablo and Maria, once in a while? We have a bill in Congress now, the bi-lingual bill, and we might lose it.

These are the two ways that I have seen communication, from TV and the books, and believe me these are not the answer to communicating from your side of the fence to our side. You have to go into our poor neighborhoods just like we have to come into conferences like this. Sure, you see automobiles and TV's; you will see the antennas on the roofs of those homes. Sure, there is a car sitting by a shack. I tell you why they got it. That is because they live for today. They are not interested or thinking about tomorrow. There is no future, they have no future, and that is why you find this.

Excerpts from Remarks by Mr. Scott:

In my company, about two years ago we began to run into a problem in our Dallas area where we had some four plants. We were fighting an unemployment rate of about 1.5 percent. In other words, 98.5 percent of the people were formerly employed some place. So hiring the hard core is nothing new to us. We have been hiring the hard core probably for the last two years.

But, at any rate, we thought that the 35,000 to 40,000 Mexican American people, although we had some on board in our plants, was certainly an area that we would like to attack. So we got together a group of about 35 of the Mexican American leaders in Dallas. We had them out to one of our larger plants and had lunch and then got into a discussion with them. And I think it was at this point that we began to realize how completely naive we were in the area of communications with the Mexican Americans.

We had great difficulty. We brought our industrial relations supervisors into the meeting. We had them distribute applications to these people. We told them, we begged them, to take them back to their lodges, back to their civic groups or their church and distribute them and tell their kids that if they could qualify, we had a job for them.

I remember Joe Andrasko, who had so much to do in his area of the employment of the Mexican Americans. He got up and pleaded with them. The results that we got from it were not even negligible. I couldn't even use the word negligible because we got little or no response. We had great difficulty in getting one person to even assert leadership of the group.

It seemed to break up into cliques and smaller groups, so that the language was certainly not a barrier, I think that we could have overcome that. But we were beginning to have association with some people that we just didn't know how to get through to and communicate. The next time the thing came into being was about a year ago last summer—September—when we began our program down in the Rio Grande Valley.

It was called to our attention that if we could bring some kind of mobile training unit down into the Valley, there were migratory workers that could be trained. In conjunction with Texas Employment Commission and the Department of Labor, we decided to go down and shake down the problem.

We found, first of all, that we were beginning to have communications again with the Mexican American group. We recognized that we were going to have to do a better job than we did, let's say, in our initial contact. And so we evolved a program whereby we hired counselors, bi-lingual people, and fortunately we found almost all of them within our own ranks. We had three counselors at the Valley end of the program and this program, of course, is planned to bring some 750 people, after initial training of five weeks in the Valley, to the Dallas area, where they will then get on-the-job training.

Now, obviously, there are such things as school enrollment, medical and hospitalization, the out-reach program in getting them in the first place, helping them with money management when they got to Dallas, and so forth.

I can tell you that the program could have been a complete failure, and I think that one of the reasons it is not a complete failure is directly a result of the people, the training people, that we sent into the Valley, the understanding that they acquired of these people, the use of the communications media of all sorts, and these counselors at both ends.

The counselors in the Dallas area tell the story that one of the Mexican American ladies who was brought up from the Valley was with child. When the moment of action occurred, and she was going to have the baby, she didn't call her husband to come off the job, she called the counselor. And he got her to the hospital in time.

I might tell you there we had to go to the doctors of Dallas County and say, "Look, you have got to come up with some reduced fees for these people." We had to explain installment buying to them, because a lot of fast-talking people, in the various stores around town, tell them that we would sell you a color television and that it would only cost you a dollar and a half a week, and they don't tell them how many years or how much interest.

We have certainly learned a lot about communication. I therefore say that in our company's experience it was certainly a myth up until our initial approach, say maybe a year and a half ago. I think the program, now has got some 450 people in it in Dallas. We have managed our attrition, which I think is excellent. Consider that these people have been moved out of their native environment into a big city environment, and we still have 90 percent of them on the payroll. At least up until the closing of the schools in the summer, they were going on and taking after-hour courses to increase their 9.5 years of education, knowing that they have to have this to progress onward up the ladder in the industrial setup.

We are presently engaged in our third communications problem with the barrio, and that is in the San Antonio area. LTV is going down there to open a training facility in San Antonio, and initially bring approximately 120 people into training. Then when they complete that training, we will have a building built down there that they can move right from the training classrooms into and be afforded one of our products to build, which will be a portion of our A7 airplane. We also intend to increase the training into the local level, in hopes that we can teach some other crafts, so they don't get caught in a cycle which you sometimes do in defense-oriented companies.

Now, on to the reservation. In this area, we are, as I indicated before, a little less than gray. We are just really beginning to get our feet wet. We have listened to some of the staff on Plans for Progress who have gone on to the reservations. We have talked to other companies that have programs in the reservations. We have sent a set of attendees up to that meeting that they had in May of this year. It was a conference of the Farmington industrial service, the so-called Four Corners, where I believe there are 120,000 Indians, and about 20,000 of them seeking employment, hopefully, upon the reservation. And, of course the need, here again, is not to say that we have real open communications, but I would say in reading the report of this particular conference that we are beginning to get the door open. We're beginning to understand what the problem is.

I was also very impressed to see that companies like Martin Marietta, Fairchild, Boskran, General Dynamics, to mention just a few, already have programs operating on the reservations. But what I was more impressed with is what their company's spokesmen had to say about their operation with the Navajos, which to me is so similar to what we have encountered down in the Valley. For example, Martin Marietta says Farmington has made a tremendous impression upon it. Boskran says the Navajo is a competitive worker, as competitive as anyone else. People are completely dedicated and loyal. General Dynamics says the good experiences at Fort Defiance have led them to feel that all the data on industrial operations here will be forwarded to all the other divisions of General Dynamics.

Now, in summary, I think that most companies are abysmally ignorant of the communication problem with the barrios. We were even more ignorant of the problem on the reservation. I am encouraged with what has occurred with our company down in the Valley and with the San Antonio project. I see great improvement of our understanding with many of these people; our training people who are at this conference take part in discussions with Mexican Americans, and it is quite obvious to me that their experience has greatly enriched them in the area of communications. I think that there is a crying need for more of it. I think that it is a great untapped labor source. I feel the same way about the reservations.

Excerpts from Remarks by Mr. Denetsone:

In coming up with agreements, contracts, between the Indians and the companies, the private firms, to me, everything is quite simple. That's the way I'm finding it on the Navajo reservation in dealing with the problem of bringing industry to my Navajo people.

I don't see any myth, and I see a great deal of value in exercising the long-used common sense, the frankness of communciation, the simple and frank exchange of desires and ideas.

In other words, I would like to see our friends throw away any mysterious myth which we can't see, which we think is floating around somewhere. There isn't any that I can see. It's a matter of getting down to it and doing something just like you would anywhere else.

There are problems from both sides which should be surmounted before we can really move ahead in bringing, from our viewpoint, industry to the reservation, and from your viewpoint, in utilizing the Indian people in your operations. It certainly requires forthright expression from the Navajo tribe or any other tribe that requests this on their reservation. It's a definite decision as to what they would want to do, as to what kind of arrangements they are interested in.

One of the simplest things of the alleged myth is that the Navajo by nature has a great affinity to his own country. I find that I experienced this in my own life even after attending school in the Chicago area and in Phoenix. I have been off the reservation long periods of time, but still I would like to stay at home. Me, of all people; but that is the way I feel. I feel sure that most of the Navajos would like to stay at home. This is the only thing that puzzles me: Our Anglo friends migrated here a number of years ago, and they leave their homes and go out and get jobs, and then they have to leave for places like Chicago and places like that because there is another job that is much better; it's harder for us to do that. As for the Navajo people, we are making an effort, those of us who are responsible, to try and bring in industry to the reservation areas and the peripheral areas and I think we have started the project rolling. I like to think that we are doing a good job on it.

The other thing that I should mention that is important by way of communications is the results that we have encountered in testing the Navajo people. Now, this will vary from the other tribes, from one tribe to the next tribe, and also to the Spanish American. Let me illustrate by saying that the Navajo falls down on the General Dynamics testing on the simple matter of a twelve-inch ruler and this to a very great extent at first initially disqualified a lot of our Navajo people from being accepted.

So, we found out that the ruler was giving them a hard time and we threw it out. We went ahead and tested them and General Dynamics started a very simple operation. I might say now that the company would brag; I don't have to brag for them, they have themselves. Here are people who couldn't read and were kind of falling down in trying to read a twelve-inch ruler or fractions thereof, now creating, one man from the first phase to the last phase, testing units that are compact, miles and miles and miles of wire and all kinds of parts that are complicated and the most sophisticated that you will find anywhere.

The Navajo tribe has 32,000 people employable, 20,000 of them right now looking for work and don't have it. We are interested in relocation of your industry to our area and we will do everything that we possibly can to bring more of your industries to utilizing our people. This is our business and we think we can do just as good a job for you as anybody else.

I might say that Fairchild tells the world now that of all their plants throughout the world, from Hong Kong to Mexico and other places, the Shiprock plant, presently utilizing 500 Navajo girls, ranks second of all the plants in the rate of learning. One plant in Hong Kong did better.

Excerpts from Remarks by Mr. Atencio:

The problem of mobility which was mentioned earlier by some—this is a reality. As far as the barrio residents are concerned, or the villager, at least in northern New Mexico, there are roots there. It is not because we drink water out of the Rio Grande in south Texas but what they say down there is we have been there so long that we just want to stay and it is very hard to move. People are very closely tied, and this is not bad. This is good. Because the kinship nets that have been developed are good. And the reason that in some areas the kinship system and expanded families and so forth are necessary is because people are still living a specific economy and seek mutual aid in this kind relationship. It is good and one tries not to break it. One tries to work around it. And usually this is a transition into an industrial society.

Another reality is the defaced self-image. When I applied for my first job I had one year of college and I went to San Diego from here in New Mexico to get a job. I walked in backwards. Almost. I walked into Ryan Aeronautical Company, three times, you know, and I naturally couldn't get a job. I didn't have a beard yet. I was trying to look like a nice middle class kid, you know. And it didn't work. Then I wrote my dad and said that the money had run out and everytime I go in I say I have a year of college and I took a course in accounting and it didn't make any difference. Finally my dad told me to go see this friend of his who was a clergyman who knew somebody who was an elder in the Presbyterian Church who knew—you know, this kind of thing. The opportunity structure immediately opened and the next time I went in, the fourth time I went in, I walked in the front door. And the same guy that had turned me down three times gave me a job—the job that I had always been asking for, you know, pushing parts to the plant.

The problem here was partly communication. Inasmuch as my image was totally defaced, I didn't have any confidence worth a damn and the other problem was probably his. He probably thought this guy was too lazy, he couldn't even push the parts to the plant. So this is a reality.

We have to work on this, and I have already mentioned another reality, the lack of opportunity structure as it relates to motivation and the risk that relates to attitude. We need opportunity.

Excerpts from Remarks by Mr. Herrera:

I lived in the barrios all my life in the communities which were predominantly Mexican American and Negro. Right now at the present time East Denver is, I would say, 80 percent Negro and the Mexican has pretty well disseminated and we are segregated in the western part of Denver, Colorado. One of the biggest problems is lack of communication from the people in the community with industry within the particular community. The fallacy of this is that people who have qualifications go and apply with all types of industry within their communities and they are rejected because of their ethnic group or their background or the community where they come from. The employers know where these people live, so they are right away stereotyped as lazy, not wanting to work, unreliable, and this sort of thing.

I think that what happens here is that you get the individuals coming back and it gets around. They start getting together in groups and say, "Oh, well, I'm going to apply for a job." "Well, don't go there; they don't hire Mexicans or Negros or any minority groups." So the feeling in the community itself is present today and traveling throughout the Southwest and primarily concentrating in the five states which are Arizona, California, New Mexico, Texas, Colorado, and in the cities of El Paso, Albuquerque, Denver, Phoenix, Houston, San Antonio, Corpus Christi, San Diego, Los Angeles, Santa Ana, and San Jose.

Much Manpower Untapped

We have a heavy concentration of Mexican Americans, a tremendous amount of manpower available to industry that has not been tapped.

We don't know how to reach these people. We don't know how to communicate with these people. So the American GI Forum and the League of Latin American Citizens, which are two national organizations within the Mexican American community that identify and can relate to the poor, got together three years ago and submitted a joint proposal to the Department of Labor for a demonstration program of getting into manpower, setting up sort of a skills bank like the Urban League has. This proposal asked for money to set up a skills bank on a national level in the Southwest for utilization by private industry, the private sector, for clerical help, professional help, and the skilled people. The proposal was submitted as a demonstration program and the Department of Labor bought it, so operation SER was born.

We have placed approximately 4,500 people in all job classifications within private industry. I think one of our biggest goals in the work that we have done in the past two, three years is the work that we have done with the airlines, American Airlines and Continental Airlines. We went on a recruitment drive in Los Angeles for Continental for bi-lingual stewardesses. We recruited approximately 40 young girls. We did this with our staff who were driving the streets, would see the kids going to school, going into the community and would say, "How about trying to become a stewardess?" They would say, "Oh, we can't get those kinds of jobs." We would bring them in and talk to them, and, to cut the story short, we recruited 40 and out of the 40, Continental hired 20 and 5 of the girls are just graduating from their first class going with Continental into their stewardess program.

I think utilization of an agency such as Operation SER or the community action agencies to recruit people is helpful because the existing agencies, the employment agencies, have had a bad image within the minority group. Their image has been somewhat improved within the last five years, but they still have laws that they have to abide by, set by Congress, so it does make it rather difficult for the employment service sometimes to do an affirmative job. The people in the barrios, the communities themselves, when they go apply for a certain job for which they have a skill, believe that the employment service is not going to refer them because the employer sends in qualifications they can't meet. They are right away stereotyped: You don't meet these qualifications; you are from this ethnic group; you are hard to place with industry, industry won't buy you. This gets back to the community, so what happens? You have a tremendous amount of manpower that has not been touched for the simple reason that it is where it is.

They don't use existing agencies because of past experiences, which have not changed. It still is carried on within the family that, if you want a job, a specific job, say for a truck driver, don't go to the employment service, because they will not refer you to that type of job; they will refer you to the menial jobs. Well, what happens then is the minority groups build a shell within the community themselves; they don't go out; they don't seek private industry and go apply for jobs. They don't utilize the existing agencies because of the past experiences of discrimination —or maybe not discrimination, but whatever. So you have a problem in these communities.

Great Strides by the Negro

I think in the past three years the Mexican American community has seen the great strides that the Negro, our Negro brother, has made in social legislation, which we have needed for many years, I might say. They see what has happened to us here in the Southwest. We outnumber the Negro three to one, but industry is not paying any attention to us whatsoever; they couldn't care less, and feeling in the communities now is: Do we have to go to the extent of rioting to get some attention?

Working directly with you in all of our programs I think we will ultimately wipe out the unemployment that exists, and I think it is economically advantageous to industry because the buying power of the minority groups is way down because of no jobs. If they are not employed, they can't buy any televisions, any radios; but if they are employed, then the industry is going to make more money, because there is more money in the community.

Survey in Denver

We took a survey in Denver, and the potential buying power of the Mexican American community is approximately a million dollars every two months, if they were at the same economic level job-wise as the majority community; but the business community is losing approximately that much money because of discrimination, because of lack of opportunity. I think this is something that we should look at, and we have, and I think in discussing it with employers we have convinced them that our program is the only way to be successful and to change the picture in the community, as far as minority groups are concerned.

I think we have come a long way in the past year, and I think the problems are slowly beginning to take care of themselves. If we keep proceeding in the improvement we have made, with industry being involved in all these programs, I can see nothing but a tremendous future in economic exploration for industry and for the total country. And I think an agency such as ours that can relate to our particular ethnic group has added to this, and I think there are other agencies that relate with special identification with minority groups that have added to the total contact and the programs, the jobs program, in getting involved directly with industry.

You are really not as bad as we thought you were—this is the attitude, because we have placed guys with you and there are opportunities there. The past experience has been that we didn't have the opportunity; maybe we didn't meet your qualifications, but what your qualifications were, we were never told when we applied. We were just told, "You're not hired. Thank you for applying." But I think with agencies such as ours now we find out why wasn't he hired, what do you need, what type of individual do you need. And, getting back to the community, we send one out to apply for a job and, if he is rejected, we talk with industry. This is what was lacking in compiling all these statistics and data.

Excerpts from Remarks by Mr. Powell:

It has been pointed out this morning that the matter of under-employment among our minority groups is indeed a very serious problem for those people themselves, and this is certainly true. It has also been pointed out that, if the members of the minority groups were given adequate opportunity for education and employment, as is true of the members of the majority of this country, we would overcome a great national waste in terms of unused manpower and undeveloped market for products. This is certainly true.

I think there is another very important matter which ought to be mentioned, because not always does our society move because of a desire to do good. Sometimes it moves because of fear. Certainly this has been stressed this morning as references have been made to the impatience within first the Negro community and now the Spanish American community and the Indian community.

I think we have to recognize that the international situation is still extremely serious, and rough-and-tumble international relations are going to be with us for many years to come, and this inadequate use of members of minority groups in terms of employment is not only, in my mind, the most serious domestic problem, but it could well be the Achilles heel of the international scene for this country. I make this conclusion by the following line of reasoning:

The minority groups that have by history, by geographic isolation, or by physical difference had the greatest difficulty becoming integrated, so to speak, into our society are: first, of course, the American Indian; secondly, the Spanish American community, which was engulfed by the Anglo society; then the Negro community, and members of the Asian races. Now, if we in this country do not, through good will or fear—whatever the motivation—successfully welcome these important minority groups into the mainstream of American life, we are indeed by example alienating the hunks of the world that are very important to us: Asia, Africa and Latin America.

Now, if we cannot be motivated by good will, if we cannot be motivated by what is good for our particular businesses, then at least let's recognize that to continue to close our eyes to the seriousness of the international situation should certainly motivate us for sure. Let's hope that the last won't be necessary.

As I have tried to represent the Albuquerque and the New Mexico communities in business circles in the East to try to attract new business and industry to this part of the country, I all too often run into the superficial and lump comments of "Well, those people really aren't good for much more than manual labor, are they?" and "Don't they take too many siestas?" and "Can they really do anything but make jewelry and rugs?" and "Are they really interested in anything more than a welfare check?"

Now, I would like to say that this does not happen in the Anglo communities, but indeed it does. I have heard these comments. But the businesses and the companies that have operated in this area know different.

It seems to me that all that is really needed to improve communications between industry and business on the one hand and barrio and reservation on the other hand is for industry to take the initiative and, in doing so, to show through affirmative action, as well as straight talk, that they mean business.

Examples from Sandia

Now, we have had a few examples locally, and I don't mean to talk about my own company, Sandia Corporation, as any paragon of virtue in this area, because we are certainly not communicating as well as we should, but we have had some small and successful experiences that to me underlie what I have just said. Let me just talk about a few of them as examples.

Some of our people have been involved in helping to establish the need and in turn to set up technical institutes within the state. The closest example is the Albuquerque Technical-Vocational Institute and this simple idea, not tried in Albuquerque until four years ago, has been an overwhelming success. The kinds of people we are talking about responded not in tens or in hundreds, but in thousands. They are anxious to obtain training that, in turn, will lead to employment. By the activity of some Sandia people and other members of the community not only has communication been established with the leaders of the minority groups here, but an opportunity has been opened for minority members themselves.

Youth Motivation Program

Another example perhaps worth mentioning is the youth motivation program which is in its infancy, but for which I have very high hopes. It parallels the highly successful youth motivation program of Vice President Humphrey's council in the Negro area, aimed at the Spanish American and Indian communities in New Mexico, where members of our staff who are successful in their own right through the education they have received before coming with us or since they arrived on the roll and through their outstanding performance are going back as living witnesses not so much to the colleges, because youngsters who have gotten to the college stage are pretty well set, but to the junior high schools and the high schools to try to give the local youngsters the feeling that not only are people interested in seeing that they have educational opportunities, but they are also interested in helping them find adequate employment.

We also at Sandia have had a summer employment program that perhaps is worth a few words, where we have tried to bring in key high school and tech institute faculty members to again give them an exposure to a laboratory situation and, perhaps even more importantly, this year we have 152 students who are coming in for the summer. These are high school students. They all are from the so-called disadvantaged group, all from families with low income. Also, most of them have good academic records that indicate they can be successful with further training, either in the trades area or in the professions. This program, which has been running now for four years, has been highly successful.

We have tried to put each youngster with a coach, so to speak, in the laboratory, who is an expert in the field they have indicated interest in, who can give them a little personal inspiration along with an assignment. And it is interesting to note that some 75 percent of this group are members of minority groups, and we have found that those who have participated in the past have, some 95 percent, gone on for additional training, and it is good for the laboratory as well. It gets our staff involved in helping these children and gets them interested in other community projects, but also they do useful work and at a reasonable rate of pay.

Now, we have found, as was suggested earlier this morning, that circularizing of our job vacancies to associations representing the minority communities—SER, LULAC, GI Forum, the tribal leaders—has also been successful. Advertising in *El Hispano* has also been beneficial.

We have done some other things, but I don't think it is necessary to mention any more of them. The point I am trying to make here through these examples is that through a relatively modest effort on the part of the employer, effective communication can be established with the barrio and with the reservation.

Again, the important ingredients are initiative on the part of the employer and then affirmative action, along with straight talk in taking this initiative.

Excerpts from Remarks by Mr. DiCorcia:

I guess one of the reasons why I have been asked to address the group this morning is to share with you perhaps as much our lack of success as those things that we have done that have resulted in success. Very frankly, there was a period in which the experience of our company was that we were relatively unproductive in actually increasing employment opportunities for Mexican Americans. This was especially disconcerting when in the mid-1960's we did mount a special effort and geared up, put resources into programs that were designed to result in increased employment of Mexican Americans. Looking back, we saw some benefit in learning from the techniques that we tried that were unproductive, and then benefitting from that experience, tried some others, which in more recent months have been more productive.

First of all, one of the mistakes we made was that we overestimated our ability to communicate with the Mexican American community. We had, in fact, a substantial legacy of neglect, and this resulted in a substantial credibility gap, which while it existed, we were not sensitive to.

We embarked on special programs. For example, in our headquarters city we participated rather heavily in a living witness program designed to expose high school students to job opportunities in industry, to motivate them to stay in school, to get the high school diploma so they could take advantage of those opportunities. In addition, we participated heavily in several vocational guidance institutes. A common practice for program planning was to meet informally high school counselors and to better acquaint them as to the type of jobs that actually existed and the skills and education that their students will need to take advantage of those opportunities when they graduate.

Had Little Contact

Well, we found that we got very little contact with Mexican American counselors and we had poor results in reaching Mexican American students in the living witness program, relatively poor results as compared with the other minority groups that we were reaching.

In our attempt to get more Mexican American job applicants, we, of course, used the State Employment Commission, and while the Texas Employment Commission does a good job in furnishing applicants, they do not necessarily send applicants on a rational basis and quite often we were not getting applicants who were Mexican Americans, even though we wanted them. We advertised in the Spanish speaking newspapers. We thought this would increase the Mexican American application flow. We found that it didn't, even substantial advertisements, both in English and in Spanish. I guess we learned from that that the Mexican American job applicants in the job market don't necessarily look to the Spanish newspapers as a place to find job opportunities. They tend to look in the larger circulation newspapers for job opportunities.

What we concluded was that we were eminently unqualified to get through properly to the Mexican American community to increase the applicants job flow. The solution that we chose was to deal first with leaders, selected groups of leaders from the Mexican American community, who we felt reached outward in that community.

Starting in 1965 we started a series of in-depth discussions with leaders from established Mexican American organizations, such as LULAC and the American GI Forum and PASO, the Political Alliance of Spanish-speaking Organizations. Of course, these organizations were in the process of having a relationship in the creation of Operation SER and we found some of these initial discussions rather unpleasant and it brought home the real credibility gap that had existed.

First of all we found out that there was a tremendous disparity between the expectations of the Mexican American community and the ability of our company to fulfill those expectations. In our discussions about job opportunities we found that we were talking about different things. We found that in-depth discussions and analyses of job opportunities that actually existed, and human resources that actually existed in the community, was absolutely essential, if we were to bring the two together and increase the number of actual employments.

Found Disparity Exists

To give you an idea of the kind of disparity that exists, we analyzed the nature of our company's work force for these Mexican American leaders. We presented them with data like this, data that we don't normally discuss with people outside our company, for example, a makeup of the work force distribution as of the beginning of 1967. We have a grand total of 30,000 jobs in Humble Oil Company. This was the first shock that occurred because we found that it was a common expectation among Mexican American leaders that a large company, like Humble, with assets about the size of Ford Motor Company, had employment about the size of Ford Motor Company. Well, the Ford Motor Company has 350,000 employees; we have 30,000 employees. So there was some adjustment that took place so that we could deal with our own employment situation as it actually existed in terms of scope.

Then we analyzed the distribution of our employees and we find that the majority of our employees are white collar and professional employees and that there was a relatively small number of low-skilled or unskilled jobs in our company, and, in fact, that a small number of unskilled blue collar jobs is decreasing. I guess as of the first of 1968 it was less than 400. So that what we were talking about in terms of increasing job opportunities was primarily in the white collar and professional area, and this came as a great shock and took some considerable discussion before we all could accept the fact that this was the biggest area of job opportunity.

Through the efforts of LULAC and the American GI Forum and PASO, the applicant referral stream was greatly increased.

Job Applicants Increase

In the period of 1965-1968, the Mexican American white collar job applicant stream at the Humble headquarters in Houston increased by 300 percent. There was a commensurate response in the actual number of employments that were made. I have a lot of data on the success of employments that have taken place at various levels in white collar and professional categories, some of which have come about through the increase in the employment of the applicant stream, and some of which have come about through various training programs that we have made available to the Mexican American job applicant, so that he or she can get the skills required for these jobs.

But I think the essential ingredient that we found was that we could not increase the amount of Mexican American employment without substantially increasing the number of applicants who had desire and inclination and most of the requirements necessary for the kind of jobs that we actually had. We were quite unqualified in getting these facts across to the Mexican American community and have been and are now quite dependent upon the Mexican American leaders that we have developed relationship with.

THE MEXICAN AMERICAN MOVEMENT TOWARD RECOGNITION—

Excerpts from an address by SALVADOR RAMIREZ, Director, El Paso Boys Club, Juvenile Delinquency Project

My work *is* an adventure in social engineering. Like all challenging adventures, the risks are great. Yet, the risks must be taken if the majority of Mexican American youth in the Southwest are to enjoy a life of hope, fulfillment and achievement rather than the continuation of futility, despair, stagnation, and dehumanization.

The central belief, the central theme of my work, is that the youth of my cultural heritage are not expendable. The inherent dignity, worth, humanity of each young Mexican American individual must be respected and reinforced by the realities of his experiences. At this most crucial juncture of human history, the Southwest and the United States cannot afford the waste of human intellectual and creative resources which has been, and is, produced by archaic and restrictive racism. The Mexican American youth of the Southwest, and of many communities throughout the nation, are the victims of the institutionalized cruelties and blockages of American racism. Your challenge is to seek to determine whether it is possible to mobilize the resources and power of a community so that the subtle but flagrant forms of racial victimization no longer prevail and can no longer distort and dehumanize the lives of defenseless young Mexican American people.

My basic philosophy as a proponent of our American Free Enterprise System has been and is: "Whatever your mind can conceive and believe, you can achieve!"

I believe that we are, indeed, the most powerful nation on the face of this earth and consequently we are the most prosperous, in spite of what our domestic and foreign adversaries may profess about our American way of life. Our country is great because of its diversity. We are a nation made up of many races, nationalities, religions, interest groups, and most significant, we are a nation made up of individuals. All of us are governed equally by our American Constitution. And I believe when our forefathers met in Philadelphia over 175 years ago to develop this Constitution, they too were individuals with diversified backgrounds. They did not develop a Constitution only for their time and age, they developed a constitution for their time *and* for the future, and I sincerely believe that we are meeting here today to remind ourselves of our American Constitution. And if any man or woman in this audience denies the rights and privileges which are granted by this beautiful and meaningful Constitution to a single native-born American or to one who is an American by choice, then he or she has, in a real sense, refuted his American citizenship.

I want to talk to you about a segment of our American population (the Mexican American) that is guided by this Constitution and adds to our contemporary national diversity. This is a portion of our American population which has been overlooked and has been terribly isolated from the mainstream of American life. I want it clearly understood that I did not come here to cast stones at any one individual or individuals. I came here to "tell it to you, as it is." The fact of the matter is that you and I have many things in common with the youth of my cultural heritage. Two of these common things stand out and cannot be refuted: First, we are members of the human race. Second, we are Americans by birth or by choice. Many of us, however, are quick to forget about the common bonds. We tend to seek only those things which will enhance diversity and promote separation. It seems to me that too many of us persist in looking at other people's problems only from our point of view. We fail to consider how the programs we plan might look through the eyes of those whom we supposedly wish to help.

It is generally assumed that Mexican American youth have the same opportunities to succeed as any one else, if only they will use these opportunities properly. However, residents of many communities in the Southwest believe that Mexican Americans must *earn* the right to take their place alongside other citizens, that they should learn to do things in an acceptable way, the way *we* do them. Like any other racial or ethnic group in this country, Mexican Americans are willing to adopt new ways that are fairly easy to observe and copy, but they do not readily adopt other ways, more complex and subtle, ways which are usually forced upon them and which they are unable to integrate into their cultural system. Ultimately they reject the idea of doing things *our* way because they do not have the necessary skills to do so and experience extreme frustration when they try. This frustration is only intensified and the feeling of rejection reinforced by the continued daily experiences in which segregation from the mainstream of community life and daily pressure exert depressing force upon lives of accumulated disadvantage. Whether or not the Mexican American is justified in maintaining his present views is irrelevant. The fact is that he *does* hold many of the rules and regulations and many of the programs proposed by the greater society in low regard, for they offer few, if any, real avenues which will enable the burden of everyday life to be lightened.

Too Late for Some

For many Mexican American adults it is too late to make that extra effort to understand, to integrate into the mainstream. There have been too many failures, far too many doors to the "good life" have been slammed shut, too many promises have been made and never fulfilled. Hopes and dreams are for the young who still have the strength to believe. For this reason, all of us must be concerned with keeping these beliefs alive, with assisting in the realization of opportunities which, otherwise, would remain in the realm of fantasy.

In order to really help Mexican Americans join the mainstream of life, educators, social workers, and community leaders must understand that the point of entry into the low status world lies, so to speak, on the other side of the established order. The program planning must begin not in institutions which are removed from the real problems and which are middle class in orientation. Community leaders must be willing to learn about and understand the perceptions, values, habits of the Mexican American, which, in many cases differ greatly from the values, perceptions, of the larger society. They must take these differences into account when fashioning strategies for social improvement. They must be especially aware that they are confronting deep-seated attitudes conditioned by life histories of disadvantage, deprivation and second-class stature.

Change in Motivation

Programs must be directed at the heart of the psychology of low status as typified by attitudes of defeat, retreat, rejection and hostility. This negative psychology must be replaced by a positive one. An attempt to change motivation must be a central objective of every successful approach to the Mexican American and to the disadvantaged in general. It seems clear to me that hope must be the vital force in any approach intended to motivate Mexican American youth.

Hope for change is necessary to overcome despair and apathy, and even though considerable hostility may color low status peoples' attitudes toward the majority society, anger is not enough to stir movement toward progress. History is filled with examples of downtrodden people whose hostility toward their oppressors would seem to be quite sufficient to foment mass uprisings in the name of social justice. But history also reveals that the revolutions of the past did not occur until people saw the hope of success in their actions.

In a sense, we are talking here about a revolution. In the context of the ideals of a democratic society, we are, or should be, looking toward a quiet and slow revolution in which all segments of our society change enough to come to accept and work together toward mutual goals of social progress and social justice. The existing hostility of low status people is a fact. Hopefully, it can be channeled into constructive rather than destructive paths. But, regardless of the nature of the changes sought, without hope, the Mexican Americans of this nation will simply not be motivated enough to participate on their own behalf in society's general march toward progress.

The challenge that young Mexican Americans throughout the Southwest and other parts of our nation have issued for their full and unqualified rights as American citizens has a special poignancy and urgency in the sphere of employment. The economic and emotional deprivations which are the consequences of poverty are as inescapable and as well known to the youth as to their parents. The deplorable housing conditions, the repeated crises associated with the purchase of needed foods, clothing, and school items, the meager food provisions; the sicknesses and inadequate medical care, all the result of low income, constitute an intrinsic part of the fabric of life, with which the majority of Mexican American youth are familiar and from which they yearn to escape.

The sense of hope to be communicated must be accompanied by very real and tangible demonstrations that the Mexican American people can, with help, of course, but fundamentally by their own efforts, achieve ends they never before thought possible. Reaching the apathetic and hostile "unreached" in an effective way requires a conscientiously designed plan that provides for actions, reactions, and interactions among leaders, people, community, and circumstances that show the people new and successful ways of mastering circumstances and in so doing reflects the vital force of hope.

You and I, who are more exposed to the main stream of American life, know that growing up, entering the adult world, is extremely difficult. Even for youngsters who have all the best opportunities, there are times of critical need when an adult helping hand is necessary. To become a fully functional adult male one prerequisite is essential: a job. In our society we have, in a sense, an occupational caste system. A person's occupation determines more than anything else what life he will lead and how others will regard him. Of course, other important factors—family, wealth, age, race—also exert significant influence on a person's occupation opportunities and subsequent prestige and status. For most young men, regardless of social, economic or racial background, the dream is the same: to obtain a job consistent with their aspirations. To obtain a job which will provide a stake in the law-abiding world and open the door to an expanding series of opportunities, to marry, raise a family and participate in civic affairs, to advance socially and economically. For most young men of Mexican American descent, however, their dreams, like the dreams of their fathers, grandfathers, great-grandfathers, are never realized. They do not have the "right" calling card, the accepted credentials in order to obtain gainful employment.

Getting a job—any job—is harder than it used to be for those without preparation for the world of work. For a Mexican American male, 18 years old, a school drop out, living in the slums of a larger city, the chances of obtaining employment are less, even less than an Anglo, 18-year-old, high school drop out, who lives a few blocks away. Because, in addition to the aforementioned "negative" characteristics, the Mexican American youth happens to possess phenotypical characteristics which are viewed by many employers as undesirable. Because his eyes are brown, not blue; because his skin is brown, not white, he is often thought to be "inferior", stupid, lazy, a poor employment risk. Thus, he becomes a victim of what I choose to call "The Great Hypocracy" but what many Americans choose to call "The Great Society."

Youth Employment Problem

Poorly educated, untrained youth from 16 to 21 years of age are becoming the nation's most stubborn employment problem, especially in the large cities. The Department of Labor has documented that, between 1960 and 1970, the available labor force is expected to increase by more than 1.5 million persons per year. Because of the generally low skill level which characterizes the youth segment, specifically Mexican American youth, and because of the steady decrease in the demand for unskilled labor, youth are confronted with the reality that not only do they possess no marketable skills, but also they are unable to adequately compete with more experienced workers for the limited unskilled positions. The general increase in educational requirements presents still another obstacle to Mexican American youth entering the labor force. Generally speaking, a high school diploma has become the minimal requirement for most "entry" (unskilled) jobs, particularly those holding any promise of promotion. According to the 1960 U. S. Census, the median number of school years completed by all Mexican American males 14 years of age and over is 8.1, a far cry from obtaining the necessary high school diploma.

In the main, I would say that most Mexican American parents do, in fact, value education. However, realistically they have little expectation that their children will advance very far in this area, and they have neither the time nor the skill to offer any assistance. The public schools, especially the slum schools, are incapable of picking up the parental burden. I want to re-emphasize: the Mexican American parent does not deny or reject the importance of education. However, whether or not his children remain in school is, more often than not, a question of need and priority. Although painfully aware that schooling is the only real key to betterment, parents are frequently forced to take their children out of school. They may not have enough money to pay the rent or to dress their children properly so they can go to school with pride. In order to meet even the very basic survival needs of the family parents must work at whatever job is available, and their children must help by working, too.

Migrant Workers' Plight

Each spring, there are many Mexican American parents who take their children out of school in order that the whole family may enter the migrant labor stream. For several months they will follow the crops, picking onions, lettuce, beets; working long hot hours, receiving far from adequate compensation for their efforts. In the fall the family will return home, long after the new school year has begun. Education is important, but the survival of the family is more important. Based on middle class attitudes and values, such parental behavior is viewed as totally irresponsible. How deplorable—the Mexican American is unwilling to put off what is seen as immediate satisfaction in order that this immediate sacrifice might produce rewards in the future. What many of us who are removed from poverty fail to realize is that by sacrificing the present, the Mexican American parent is automatically sacrificing the future. There is little or no room in his life or in the lives of his children for luxuries, now or later. In the Southwest where the median family income of the Mexican American population is approximately $3,000 per year, there is extreme difficulty in providing even the daily necessities—food, shelter, clothing. I believe, that as a result of our own frustration we attribute the Mexican American's deficiency, his lack of ability to conform to the accepted behavior patterns of the larger society, to cultural inferiority and consequently shrug off further responsibility toward him, toward his children.

Mexican American Problems

We cannot continue to disregard the real problems of the Mexican American, of the Indian, of the Negro. The real problems are of a socio-economic nature, are directly related to or result from lack of employment opportunities. Let us look at some of these problems as they relate to Mexican Americans.

1. They have limited role models— (poor peer relations).
2. They suffer general social isolation.
3. Parental repression—lack of warmth.
4. Abnormal socialization of children in disturbed families.
5. The eldest youth is scapegoat of parental anxieties or marital tensions.
6. Retreatists or drug users due to lack of opportunity.
7. Loneliness.
8. Inadequate preparation standing between young people and gainful employment.
9. Special barriers of discrimination against Mexican American youth.
10. The existence of unnecessary requirements for many jobs.
11. Steps should be taken to eliminate discrimination and to better regulate the use of arrest information—particularly with respect to juvenile records, which may reflect adolescent habits abandoned by the time employment is being sought.
12. In the inner city an arrest record frequently combines with under-education and minority-group membership and greatly compounds the difficulties of finding work.
13. Too frequently youth, even those qualified for existing jobs, lack access to job information.
14. There are many inner-city youth who feel alienated from regular methods of seeking employment.
15. Employment opportunity travels chiefly by word of mouth; in areas where unemployment is already prevalent, such information is likely to be sparse.
16. Many Mexican American youth seem to believe that regardless of their efforts or achieve-

ment, the system will not come through with anything but low status, low-paying jobs after high school.

17. Vocational training programs are removed from industry.

The ability of the Mexican American youth to deal with this multitude of complex problems depends largely on the possession of the necessary resources. The "American Dream" of health, wealth and happiness, the realization of which represents a major goal to members of the "greater" society, is to the Mexican American youth merely representative of an unattainable goal. Achievement of this, or any goal, regardless of magnitude, is dependent on the presence of three interrelated factors: 1) an open and accessible avenue with which to approach the determined goal, 2) motivation for reaching the goal, 3) the necessary resources, such as ability and "know-how" for reaching the goal. The Mexican American youth has access to few, if any, avenues by which to approach this goal of the greater society. By avenue, I refer specifically to a source of gainful employment which would enable upward social mobility, advancement and, as a consequence, achievement and recognition. Inadequate educational preparation, low socioeconomic status, thus, limited monetary resources, cultural conflict, language barrier, prejudice and discrimination provide neither the resources nor the motivation necessary for achievement.

Sees 'Explosive' Situation

I feel obligated to warn you that the unemployment situation among the Mexican American youth is becoming highly explosive. This mass of unemployed and frustrated Mexican American youth is social dynamite. We are presented with a phenomenon that may be compared with the piling up of inflammable material in an empty building of a city block.

It is no wonder, therefore, that young Mexican Americans are earnestly participating in increasing numbers in the present Civil Rights revolution in Los Angeles, San Antonio, Phoenix, Denver, and other major urban centers in the Southwest. The depth of their concern, discontent, and anger is fully apparent from the way in which Mexican American youths in East Los Angeles have continuously manned the picket lines and swelled the ranks of the demonstrators. Although poverty and insecurity are especially galling in the midst of affluence, the masses of Mexican American youth in the Southwest are primarily concerned with where they work rather than with what they eat. Jobs are the first issue in the civil rights fight since jobs are the fulcrum upon which progress turns.

'Sustained Economic Growth'

Although the dialogue on the subject of expanding job opportunities for Mexican American youth often stresses the thesis that "sustained economic growth" will mean that groups which were disadvantaged will be able to buy more of the goods of society, rising levels of production and employment will draw into the labor force large numbers of people presently unemployed and those classified as unemployable. Even so, an increase in the gross national product does not automatically imply increased job opportunities, and indeed might result in a worsening of opportunities for the Mexican American, unless racial discrimination is eliminated, and positive, conscious efforts are made to increase participation of minority members in all occupational levels. It would seem wise to recognize the inevitability of the forces operating and capitalize upon the cycle of power and protest at work by providing effective, comprehensive work training programs, by redirecting the energy, readiness to question, imagination, creativity which can be seen in the protest movements.

Yes, there is a Mexican American movement toward recognition, just as there is an Indian, Negro, poor white movement toward recognition. This is nothing new, nothing unique. It is a basic personality need to be recognized, appreciated, regarded by others on an equal plane. We have heard the cries of the poor, the less fortunate, the minorities for centuries, from the urban ghettos, the rural villages, and we have not heeded these cries. We have not recognized the real need, the real urgency of the situation. We have, instead, offered aspirins and band-aids, stop-gap measures, dealing *not* with causes but with symptoms. I feel we need to take a harder look at the artificiality and irrelevance, the busy work and triviality that all too many of our "domestic" programs put forth under the rubric of "helping people help themselves." To be sure, some learning does take place, even from the fun-type avocational pursuits that most middle-class oriented programs put before their constituents. But too often this learning is limited to promoting such selfish concerns as the advancement, indulgence or gratification of a select few. This is what I call "making out at the expense of the poor."

Superficial and/or false hopes and aspirations are extremely dangerous to the positive growth of our communities. I firmly believe that we have to take a realistic look at the extent to which these "domestic" programs have denied the Mexican American youth the room he needs to grow, to experiment, to participate, to engage, and to involve himself in the fabric of real living. We have to consider how we can best enable the Mexican American youth to participate legitimately in the social issues of our time, struggle with the real problems of racial prejudice, social and economic deprivation, self-government, development of conceptions of service to others. It means a recognition by us (we, who are familiar with the larger society) of the many failures and the causes of failure to give Mexican American youth a chance to participate in meaningful, active and effective ways in the social process of our communities.

'Successful Failures'

These domestic programs are successful failures. They have deprived the Mexican American youth of the aforementioned opportunities at the very moment in his development when he needs the challenge of real situations and real problems to test himself against, to define his capabilities and his interests and to find out what he can do and who he is and what he is made of. They have sidelined him from the engagement with the vital concerns of our society at a time when he is motivated more powerfully by idealism and a sense of justice than he ever will be again. The Mexican American youth are task-oriented, they are eager, they have tremendous energies and have a willingness to invest this in useful and meaningful activities, but only if they have the opportunity and the permission to do so. If we fail, as I think we have failed, to provide these opportunities and permissions, we deprive an enormous proportion of our nation's youth from engagement in the social and community activities which will give them the laboratory of learning they need, and we deprive the community of the enormous contribution of vigor, spirit, energy, enthusiasm and capacity for change that could literally remake society.

A Task for All

It is my hope that people of your calibre can rise to this tremendous challenge, and offer some of the opportunities that both our Mexican American youth and our communities so badly need. I wish I knew of all the ways in which these glaring needs for real participation of Mexican American youth could be met and joined together with the enormous needs of our communities and our society. I am sure there are many ways, and to the task of defining them, developing them, promoting them, and expanding them, we must all devote our energies.

As limited as I may sound, I do know that to really help the people of my cultural heritage we need the same essential ingredients that have helped to build our business world, helped to form the backbone of our nation. What is needed, I believe, are individuals who are willing to accept challenges, individuals who are not afraid of competition, individuals who are not afraid to make sacrifices. You and I can cite many men in the business world who are not afraid, who today enjoy yearly profits of millions.

You are not afraid of competition, you're the old masters at this business. The mistake of the directors of domestic programs was in going as far as they did without intelligently checking with you. I hope and pray that it is not too late and maybe you might add a new dimension to their thinking. Perhaps I can refresh your minds about what these domestic programs have been attempting to achieve. They have been trying to build bridges, definite linkage between those who are poor and those who are not poor. They have been trying to motivate and educate; they have tried many, many good things, and today they have the unique distinction of being successful failures. They've been trying to make a little company appear to be a big company. Unfortunately, no one seems to know how to go about this or why they want to look big—other than perhaps the feeling of false power and self-aggrandizement. They do not know that people like to buy things from big companies because they *trust them*. They don't know how to build prestige. They know very little about developing adequate communications. They really do not know how to plan basic strategy. They are, forever, *reacting* and do not think. They have the unique capacity of always being defensive. To me, the programs and those involved in such programs are a reminder of insincerity, of distance. I view them as little guys with fairly little companies who always want to look like General Electric or, individually, like Henry Ford.

Finally, they do not realize that this poor product will mean the loss of prestige and profits and subsequently, a lot of people will have to be fired. They cannot admit failure. But even this task, vital as it is, cannot begin until all of us have first begun to recognize the extent to which we have disenfranchised our Mexican American youth from the social processes which engage so much attention of the rest of us. Without a doubt, businessmen dedicated to youth have a crucial and significant role to play, so that Mexican-American youth may become part of the main stream that flows on to adult maturity. This is a task well worth all the attention we can possibly find to give to it. Let us begin now to rebuild the bridge, to make a positive investment in the future of America, in a future where *all* Americans will truly receive equal recognition, not only as Mexican Americans, Indian Americans, Negro Americans, but as *Individual Americans.*

SKILL TRAINING PROGRAMS: SOME NEW APPROACHES—

Summary of Four Concurrent Panel Discussions

Panel 1—Moderator: Dr. ***SAMUEL H. CLEFF,*** *Vice President, Human Technologies Group, New York*

JOSEPH B. ANDRASKO, Director of Industrial Relations, Aeronautics Division, LTV Aerospace Corporation

Honorable ALFRED J. HERNANDEZ, Chairman of the Board, SER-Jobs for Progress, Inc.

Panel 2—Moderator: ALEX MERCURE, State Director, Home Education Livelihood Program, New Mexico

H. R. JACOBS, Center Director, Madera Employment Training Center, Philco-Ford Corporation

JOSEPH SANDO, Director, Talent Search Project, All Indian Pueblo Council

Panel 3—Moderator: E. T. DiCORCIA, Assistant Employee Relations Manager, Humble Oil & Refining Company

RODNEY M. STARKEY, Center Director, Roswell Employment Training Center, Thiokol Chemical Corporation

DUVEN LUJAN, Associate Director, New Mexico Building and Construction Trades, Pre-Apprenticeship Program

Panel 4—Moderator: ROBERT H. GUDGER, Manager—Personnel, American Air Lines, New York

ROBERT NORRIS, General Counsel, Associated General Contractors of Texas, Highway Heavy Division

RAYMOND J. SCHNEYER, Special Assistant to the President, Lockheed Missiles and Space Company

PHILIP MONTEZ, Director, Western Program, U.S. Commission on Civil Rights

The subject of new approaches to skill training programs was discussed concurrently by four separate Panels and involved presentations by a total of 13 panelists and moderators. Over a total of six hours of discussion and debate, comprising 190 pages of transcript, various new methods of training the hard core unemployed were described and commented upon.

While programs aimed at training the disadvantaged Mexican American and Indian citizens are relatively new undertakings and have yet to be fully tested in terms of results, some significant progress in the last few years was noted. There appeared to be general agreement, however, that a much greater effort is needed in this area. As Moderator Gudger told his discussion group at the close of their meeting, the problem is "really very serious because the unskilled person today in our society is doomed. Unless industry begins to pick up the tab by hiring these individuals through training programs, we are going to be picking it up through rebuilding our cities after riots and paying the welfare costs that are attached." Moderator Cleff closed the discussion of his Panel by declaring that such programs are "an investment in people that pays off in two directions. It pays off for the people as people, as human beings, as well as being good business for the businesses that get involved."

In the course of discussion, participants heard about new skill training methods, friendship programs, modular training units and counselor systems, and industry responsibility for identifying with the people whom it is trying to train and hire. One speaker pointed out that industry no longer can demand of minority groups that they be the kind of people we think they should be to work in industry, but rather must adjust to the American concept of cultural differences. Another pointed out that it is wrong for industry to assume that every time it hires a black person or a brown person it is hiring someone with a handicap. He continued: "For 10 million Spanish speaking Mexican Americans, that's not true, and it's certainly not true either for 25 million black people. There are a lot of Mexicanos and a lot of black people who can put out and produce and help your company make money. You are missing a good bet when you don't hire them."

In the area of Indian training, main focus of the discussions centered on the new industry-sponsored employment training centers at Madera, California and Roswell, New Mexico. Both emphasize total training, designed to prepare reservation, hard core alienated Indians for jobs in industry. A representative of one of the schools indicated that, besides vocational training, human relations counseling stresses how to get along with the boss and their fellow employees. "For the young ladies," he said, "we had to build in a certain amount of charm courses, how to walk, how to dress properly." The spokesman for the other of the centers also stressed that an effort is made to teach the Indians "to face the reality that they are going to have to face when they leave the center." Panelist Sando stressed that not enough "taking of training programs to the people" is being done for the Indian communities.

Standards of Selection

Standards of selection used in determining the people to receive training came in for consideration and criticism. Several indicated better success at recruiting when they consulted community action groups among the minorities rather then the employment service. Moderator Gudger said that, in the past, too much stress had been placed on the lack of qualifications that individuals have instead of focusing on what individuals can do. A business participant went so far as to suggest that much personnel activity could be closed down, in cases "where the retrieval is less than fatal," and that persons appearing to have moral and social integrity should be given a try out. "For goodness sake," he exclaimed, "most of the jobs we do are jobs in which errors are easily detected, easily corrected, and the mistake of the hiring can be corrected either through training or through dismissal if we don't see evidence of wanting to correct. I sometimes wonder if we don't make too big a job out of the darned thing." Another business panelist spoke of his experience in employing Mexican American workers from the barrios and declared that, even if such an applicant doesn't read or understand the English language too well, "in three days we can make a productive worker out of him."

Considerable debate also took place over the question of whether or not vocational training bears any relationship to the needs of industry. The ultimate test of any training program, it seemed to be generally agreed, is placement in jobs. Moderator DiCorcia pointed out that it *is* difficult to generalize about the worth of vocational training as compared to basic education because the needs and employment patterns of industries differ greatly: "A job in a highly capital-intensive industry, highly automated, highly technological, requires skills that it just is not likely any vocational school system is going to be effective in supplying, so we are forced to import the jobs skills. What we need are students who can benefit from the training and that requires good language ability, good verbal skills, good math skills, and some knowledge of chemistry and physics, so it is just a different situation." He emphasized, however, that automobile assembly and electronics firms have operations which are quite different from oil refining and do have job openings where vocational training is very useful to the applicant.

Highlights of the comments by some of the panelists are excerpted below.

Excerpts from Remarks by Mr. Andrasko:

Dallas and the Forth Worth area is now and has been for the last number of years growing very rapidly in the industrial complex, and I guess you might say we have been enjoying a very low unemployment rate. Last month, for example, it was 1.4 percent and for the last two years it hasn't gone above 2 percent. This gives you a little background of the problem we have in this area.

We saw this problem building up in 1965 when we got the order for a new airplane, and we foresaw there was going to be a drain in the country, and we had to come up with a new approach to fulfill our contracts. In order to do this, we thought we were going to have to get the skilled and semi-skilled people to fill these commitments. It is one thing to design the A7 of ours, but it is a different thing to turn it out on schedule with quality, and we know the cost commitment because that happens to be a fixed contract. The commitment of our contract calls for tripling our plant, a little more than that, in a two-and-a-half year period. To give you an exact figure, we had 6,000 on January 1, 1966. We are now slightly above 21,000 people. This is everything from the sweepers on up to the Ph.D. in the engineering department.

Late in 1965, we designed a modular training unit. A modular is a complete package of tools, supplies, and personnel to train 15 people at once, that can be transported by truck and readily set up in any suitable building or place. When we got this developed, we started looking around where we were going to put it. Normally, you go out a little bit further each time you go recruiting. We went to the Valley. They have an unemployment rate of approximately 6 percent and in the fall when all the crops are in, it ranges about 20 percent. As a result, this is a good manpower pool.

However, our first reaction was, because we were separated from the Rio Grande by about 500 miles, we were kind of hesitant. We had a number of discussions about it with everybody concerned, various Federal and state agencies, and we decided that this maybe could be one of our answers. We used every possible governmental action. We then set out on a program to train 750 United States citizens from the area surrounding three towns, McAllen, Rio Grande City, and Harlingen. These people would be trained in the Valley. After the training, they would be moved up to work in the Dallas area.

As I say, this happened in late '65 and early '66. It was late August of 1967 when we received agreements from all the Federal, state and local agencies as to our program, and in early September we moved a unit into each of the three towns that I named. One of the problems we had was the problem of being separated from these places by the 450 or 500 miles from the Valley. One of the big problems is when we move people. The greater the distance, the greater complexity because of traditions and customs. The change is greater. One of the solutions to this problem was to hire counselors. It was their job to assist in the transition of the trainee and his family from the rural area or the semi-rural area of the Valley to the urban area of the Dallas and Fort Worth area. We have six counselors in the Valley and three in the plant. All of these counselors grew up in the Valley. They are also all bi-lingual. When they met with these people, they knew what they were talking about and the people believed what they said.

Importance of Counselors

I can't overemphasize what the counselors of the Valley and the plant have done for this program. The ones down in the Valley prepared a score sheet for each trainee and they visited his home. They visited the families. They went in the school to meet and ask them questions so that they could make this score sheet of what each trainee and his family would need when they hit Dallas. All this is forwarded up to us so that we can make preparations for housing, schooling, medical problems: you name it, we have done it.

When the people come up, we enroll the children in schools, and we show them how to drive on the freeways, and believe me, we had some turnovers because of it. It seems it was too much for them to take.

While in training, on coming to the plant they get the regular starting wage of anyone hired at the plant. I think it is around $2.50 an hour. Oh yes, they can work overtime and get double time on Sunday.

Low Turnover Rate

As of today, we have had about 500 report to the Dallas plant and of this number, we have had 14 who have left and that is including the 5 discharged. We feel that this is a remarkably low turnover rate. Our average turnover in the first four months of employment runs about 30 percent so this is less than ten percent. To us, it is outstanding.

The overall cost, including moving payments for them, all instructional costs and all equipment costs, runs about $1,200 a man. After the Vista View training, it takes them two to three months before they are fully qualified as assemblers.

We learned earlier on bringing the Mexican American up from the Valley that we couldn't isolate them. By that, I mean we couldn't place any one of them away from his friends. Not that they wanted to talk, but they had to be put with another Mexican American from the Valley just so they could see him. So, we don't isolate them anymore, but as an interesting sideline, we have made up several crews entirely of Mexican Americans from the Valley, and the only two perfect wing panels we made in 20 years were made by the Mexican American groups. There was absolutely zero defect in these panels.

Excerpts from Remarks by Judge Hernandez:

The Jobs for Progress, Inc., started in Houston and Corpus Christi in 1965, was a voluntary establishment of a job placement center for Mexican Americans recognizing the problems being faced by the Mexican Americans in job placement.

An office was opened and it was maintained on a volunteer basis by members of the organization. This was where people could come to register. We recognized the potential after the successful running of this program in Houston and in Corpus Christi. We were incorporated in Texas originally, and we have since opened other offices in the five Southwestern states.

It was in 1966 that Secretary of Labor Wirtz and Sargent Shriver funded the operation and on October 3 George Roybal was installed as the executive director of the program.

Since the establishment of the regional office which began operation here in Albuquerque, the offices for this program have expanded all over the five Southwestern states with regional or state offices in each of the five Southwestern states. We opened local offices in several of the key cities that were determined to be the locations where Mexican Americans could be placed the best. When the Department of Labor and OEO first founded the operation, they funded it with tongue-in-cheek, hoping that the funds that were being made available would not be used. They thought that, lacking the technical know-how of operating this type of set-up, the Mexican Americans would soon flounder and by natural results the program would falter. It was quite a surprise to the Washington bureaucrats to find that the operation was a success. The development of a skill bank is not original; it was patterned after other skill banks. We have since improved it.

Help Skilled and Unskilled

There are many centers that are helping place Mexican Americans and making them available to industry. We found that Operation SER was able and ready and in a position to supply industry with ample resources as to manpower. These were from the non-skilled worker who was ready to re-locate, to move around, to the highly trained technical professional who also was looking for improvement in his position, and who also was ready to move anywhere in the country where there may be a position available to him. We have just been re-funded for a third year which was very gratifying to those who have been working in the program.

We now have offices which make available to you the resources of the Mexican American and we have been able to bridge this gap of misunderstanding that exists between the employer and the labor pool. We feel that the operation has been a success because industry is beginning to use this resource which was so badly needed.

Excerpts from Remarks by Mr. Jacobs:

The Madera Employment Training Center is located in the heart of California in the San Joaquin Valley. Madera, California, is a town of about 16,000 people located about 15 miles north of Fresno. The town population is nearly a half million. So the population make-up of Madera, breaking it out ethnic groupwise, would be about one-third Mexican American, about 10 percent Negro, about 10 percent Indians in the surrounding area, and the balance would be made up of Anglos.

The center is established on a former radar site which is about four miles outside the city of Madera. In the foreground are 27 modern, two-, three-, four-bedroom homes which the Indian families live in while they are involved at the training program at the center. The main center, itself, is across the highway.

Some rehabilitation had to be done on the site prior to opening the program. This was done by contract under the Bureau of Indian Affairs.

Now, we will take a look if you will at a typical situation that a family might experience upon arrival at Madera. We will give notification that a family will arrive at X time at X place at X date and so on and our family training staff, at least two people, will meet the family at the depot, or the bus station or wherever they might be coming in, bring them out to the center, show them the housing area and start them through an orientation program to make them feel at home as quickly as possible. They will also make introductions to their neighbors.

We do a great deal of counseling and testing prior to the individual making a selection of the training program. The typical individual coming in will be functioning around a fifth grade functional level. They will have about an average of eight years of schooling. However, the functional level will be about three years below the eight years of school that they actually have had.

They make application through the employment assistance officers at the agencies. The file is sent in and if we have room to schedule a family we will notify the agency, who in turn will notify the family, that we can get them in Madera at a certain date. We have a considerable backlog right now of applications for family units. As I said we just have 27 homes. However, we do have singles involved. Co-ed programs, young men and young women living in dormitories, 168 singles, broken down into 42 young women and the balance of young males 18 years of age and over.

Variations in Age

Agewise, we have had trainees up to about 44 and of course down to 18. The average for singles is right around 21 or 22 years of age. It will run 24 to 25 on the families.

I might give you a typical schedule for a trainee's day. They would be involved five hours a day in their vocational choice, plus a backup of about two hours in general education program, plus a session of group counseling. For the men we have initiated a program called "facts for living" because many of these young people live in apartments in San Jose or elsewhere and are cooking for themselves, many of them for the first time. So the bachelor living thing came into being. They learn how to care for their apartment because they put up a cleaning deposit and if they want the cleaning deposit back the place has got to be in such shape that the landlord will refund it to them. We teach how to keep a floor clean, a bathtub clean and these types of things are incorporated in the program.

The single students are housed in dormitories and they have their meals in cafeterias. They have a dollar a day for spending money for personal-type things. The singles have a $60 clothing allowance that they can draw on as they need additional clothing. Some of them come in really with just what they have on their backs. Twenty of the $60 clothing allowance is put into a reserve fund for them upon completion so that they will have some money to buy what we call a job placement slickup package—to buy a new shirt and get a tie on and this type of thing so they will look presentable when they go out and look for a job.

With the families, it's based upon the number of children. Now, the families, of course, do their own food preparation right in their own homes. So you have another standard that you are working with here. Their food is not furnished in the cafeteria. The mother prepares the meals for the children and husband at home. Let me see if I can come up with the exact figures on this. They get around $225 a month for subsistence money.

As of June 30th which was our cutoff date for the last fiscal year, we had a 100 percent placement factor. Our job retention experience of that date reports back we're 81 percent on the job. Let's take a look at this though. You see we were just barely getting into the cycling stage where your first input is really just coming out. We have been in operation with the family a year and three months and with the singles just a year.

Excerpts from Remarks by Mr. Starkey:

Thiokol became interested in the war on poverty at its inception and was invited by the President to take part as one of the contracting companies for the various programs.

At the present time under the Economic Development Operations, centered in Ogden, Utah, we have training programs going at Ogden Urban Job Corps Center, where there are 1,300 young men and advanced corpsmen students, which trains primarily graduate corpsmen for para-professional jobs, consisting of 200 young men from all around the country, a Peace Corps training program now for Iran, an operation in San Antonio, where we have acquired a number of small companies that will train primarily Mexican Americans and place them on jobs, and a housing program in Mississippi for the training of families to go into low-cost housing.

So the corporation has used this as a major diversification and feels that they get two benefits by it: one, profit; two, an increase in the corporate image, and, three, they believe that it is the responsibility of the corporation to assist in the major social programs.

Our program is located on the old Walker Air Force Base which became extinct when Secretary McNamara decided to close down some of the facilities around the country. One of these facilities was Walker Air Force Base, a large SAC base at Roswell, a town of about 40,000. The closing down of the base created quite a blow to the economy of that city. To their credit, they got together, unlike any other city I have ever seen, and began to canvass the country for uses for this facility.

At the present time Roswell has Eastern New Mexico University, a branch of Portales. They have approximately 800 resident students in the center. It is becoming a respectable university. LTV has options on some property and is contemplating going in at a later date, so the former air base facilities are now being used again.

Train 300 Students

Our part consists of a training program for 300 Indian students. Of these 300 students, half of them are married. We bring the whole family off the reservation, mother, father, all of the children. The base housing is available to us and we have on lease 80 houses. They are full of Indian families.

In order for both the man and the wife to participate in training, it is compulsory that both take the training. We provide day care services in a day care center that handles 140 pre-school children and about 45 school-age children.

These students are selected by the Bureau of Indian Affairs, which runs the program. Like direct employment, they make an application to come to the training center. They are transferred to us from all the tribes in the country. We have representatives from as far away as Alaska and North Carolina, but primarily, about 60 percent of our population comes from New Mexico, the pueblos and the big Navajo Reservation.

We train primarily in the vocational area. We have auto repair, body and fender, small engines, welding, office, clerical skills, drafting, surveying, cooking, baking, meat cutting. Each student, after a week of orientation and testing, is given a selection of what he wants to do. He has a choice first; if he has the aptitude for it, then he is allowed to go ahead and take the training that he chooses.

This is what is described by the Bureau of Indian Affairs as the hard core Indian population. These are people who are not eligible for any other program that the Bureau of Indian Affairs has, such as adult vocational training or anything else. This is the only program, really, left to them. As a result, we get students who are lacking in academic experience; they are pretty low in social skills, and for many of them, this is their first experience off the reservation.

We noted that living in a normal two-bedroom house with all its appliances, thermostats and so on, that we take so much for granted, requires extensive training for these students. We also find that they take a great deal of pride in their homes. I would venture to say that you would be unable to distinguish the area where our Indian families live from any other middle-class community in the country. The lawns are cut, the hedges trimmed, the floors are polished.

Five Days of Schooling

They go to school five days a week. Three hours a day they take vocational training and three hours a day basic skills.

Basic skills can mean a lot of things, depending on what the student needs. If he can read and write, then he is placed where he gets increased information and communication skills. We stress a good deal personal development, money management, family planning, all the things that will confront the student when he leaves the center.

Their stay is approximately nine months, plus or minus, depending on the individual student. At that time the placement service, along with the Bureau of Employment Assistance of the Bureau of Indian Affairs and ourselves, combine to find a job and place them at the location where they would like to go. We pretty much leave this to the student. If he wants to go to Denver, we try to find him a job in Denver.

We have a two-year follow-up program to assure the student and the Bureau of Indian Affairs that the student is making an adequate adjustment in urban society. Sometimes their job is on the reservation—these do come up occasionally. They are building a high school at Many Farms on the Navajo Reservation and some of the students will go back to the Navajo

Reservation to work, because these are good jobs. We have no preference as to whether or not a student from our school goes back to the reservation. Our major concern is that he has a job that is adequate and that he can make a salary that will allow him to support his wife and family.

Half of these 300 students are married. Of the other half who are single, half are men and half are women. We use the old bachelor officers quarters, with five students per apartment. We have a community center that was the NCO Club.

Stress on Reality

We stress reality. We try to make this institution, if it is possible, as real as the world that they will find outside. This is a way of putting the responsibility back on the student.

We have had no major problems. We find the students are extremely well motivated and eager to learn the trades. There are no discipline problems. The only problems are the same kind of social problems you would find in any community of this size, too much drinking perhaps, speeding, this kind of thing, the normal type of thing you would find in any residential community.

I think that generally describes what we do. We feel that it is a step forward. We feel it is a very unique and innovative program.

The Bureau of Indian Affairs has three such programs. At Madera, California, there is one run by Philco Ford, and at Philadelphia, Mississippi, another is run by RCA Victor for the Choctaw Indians only. The one at Madera takes Indians from all over the country.

We believe family training is probably the most sensitive and sensible way that we have found to train people. You are not separating families; you are bringing them together. You are not only teaching skills and how to earn a living, but you are teaching them how to make a home, how to adjust to the mainstream of society.

All morning—and perhaps because of the nature of the conference, we have talked about the Mexican American, we have talked about the American Indian, but I think there is little difference between any of us. We are people, and all people need to feel worthwhile, need to feel they have a goal in life. I think we would do well to stress less the titles of ethnic groups and more the title of Americans and begin to attack the problem in unity, instead of getting it segregated into splinter groups where this culture thing has become grimmer than it is. I believe firmly in this country that is made up of a host of people of many cultures. We don't find it difficult to have a bi-cultural background. We can believe in two cultures. It is part of the beauty of this country. I think we should not kill the culture of the Mexican American and the Indian, but that all of us should be encouraged to live more bi-culturally than we do now.

Excerpts from Remarks by Mr. Norris:

I was asked to be on the panel today and appear as a part of this program, primarily to explain a new approach that our industry has taken to developing manpower needs and requirements in the State of Texas. I am the general counsel of the Texas highway, heavy branch of the Associated General Contractors of Texas. This is the association of some 230 or 250 contractors located throughout the State of Texas that do highway heavy construction work.

Now we are unique in one respect, that we are one of the few industries in the construction field of the United States that has predominantly—in our case, exclusively—open shop, so when I talk about manpower requirements I am talking about open shop contractors and not union contractors.

We in the construction industry, not only in Texas but throughout the United States, are facing what I consider to be one of the most crying manpower needs of any industry in the country. I think this has been brought about by principally one thing, and that's the failure of the apprenticeship program to supply the construction program. Most apprenticeship programs, as most of you know, are jointly union-management sponsored programs. We have in Texas one of the very few open shop, non-union apprenticeship programs for the construction industry. Apparently it hasn't made a great deal of difference whether it's a union or joint union management program, or whether it's been a completely management sponsored program. Both have been clearly unsuccessful.

Our approach to our problem has been completely unsuccessful. So we have had to try to find a new approach to solving the manpower needs of our industry and the approach that we have developed is one that we are trying to implement at the present time. It is an on-the-job training program.

It's a radical departure from the normal type of training program that's generally accepted in the construction industry, but I feel that it's the only type of approach that's left open to us.

In 1966, the latest figures that I have, and these were furnished to me by the Office of the Federal Contracts and Suppliers, there were 3½ million workers in the construction end in the United States; in 1966 all apprenticeship programs throughout the country graduated a total of 16,288 graduate apprentices. Figuring this, it would take 200 years on this same ratio to replace, without taking into consideration any increase in demands, the present work force of the construction industry. It's obvious that this approach is not going to be satisfactory. It's obvious that something else has to be done to take its place.

Few from Minorities

One other point that I would like to bring out: of these 16,000 graduate apprentices, 201 were from minority groups. That's a very, very low percentage.

Another glaring problem that we have in the construction industry is the fact that the average age of the construction worker is very high. I do not know what the exact average age is in number of years, but it's one of the highest in industry in the world. So the next five or ten years we are going to face a very, very serious turnover. We are going to have people retiring at a much faster rate than they have been in the past ten years. So our problem is going to be multiplied, henceforth.

Another situation that I would like to mention is the fact that in our industry in Texas of the contractors that I represent, 70 to 80 percent of all of our employees are from minority groups. We stand in some sort of a unique position in this regard.

Need for Manpower

What we are looking for and what we so desperately need is a successful program, and we are trying to do this without regard to any other factor. We need results and we need people. We need manpower.

This is something we are going to have to have or we are going to have to get out of the business. It's going to be just that simple.

Very briefly, let me just explain the highlights of our proposed on-the-job training program.

We are proposing initially to train between 350 and 450 employees in the construction industry. These will be primarily for the skilled classification and semi-skilled classification. We have not proposed to train any employees or prospective trainees for unskilled categories.

The on-the-job training program is basically set up to accomplish one thing: That is, to get the prospective trainee into the industry and into a particular company. Let him find out what the company is all about, what the construction industry is all about, the type of program he wants to train for and the piece of equipment he wants to train for, whether he wants to be a power equipment operator or crane operator, cement finisher or whatever it might be. After this decision is made, of course, you have to take into consideration the particular manpower needs of that particular company as well.

But we are trying to gear our program primarily to let the prospective trainee train to the particular job classification that he feels he is best suited for.

The first seven weeks of the program is an initial orientation program whereby it is just simply to let the employee become familiar with the company and the type of work the company is doing. The program will run a maximum of 26 weeks. We do have some categories that we are going to train, I believe, for 13 weeks.

After the initial six or seven weeks of the program, the employee will then go into a particular classification that he is going to train for. We realize that at the end of 26 weeks we cannot fully train a competent skilled power equipment operator, but we are hopeful that at this juncture the employee would know whether or not this is what he wants to do. We will know that he is going to be qualified to do it at some future point. Also, we hope that at the end of the 26 weeks the employee would be in a position where he would be realistically productive for the company, that he won't be a tremendous liability for the company at that point.

Wage Scale Outlined

In the construction industry, and especially in the highway, heavy equipment industry, where we are doing a great deal of heavy construction work all on a competitive bid basis, all contractors have to remain tremendously competitive with all other contractors in similar work. For this reason, we have proposed that for the initial six weeks, in which the employee will not be in any shape, form, or fashion a productive employee, he receive not less than $1.60 an hour. At the end of the six weeks we will go to $1.75 and at the end of 12 weeks (unless the program is only a 12- or 13-week program in which case he would graduate from the program and go into a journeyman classification and receive the full status wage and pay rate) he would go to a differential between $1.75 and one-half the journeyman rate for which he is being trained.

Of course, at the end of the training program he will be either a fully qualified journeyman or he will no longer be in the program.

The program is also set up on the basis that once an employee or trainee commences in the program, he can no longer, ever again, even though he goes to another contractor, start over in the training program. This will prevent any contractor from trying to exploit a prospective trainee. There is no possible way this can happen, the way we have the program devised.

Also, we would work this program out primarily in cooperation with Jobs for Progress, which I know many of you are familiar with. It's a program primarily, as I understand it, sponsored by the LULACS and the American GI Forum. We have requested and are going to request further extensions of the program in this regard. We are going to ask for relocation funds.

Now, in Texas we talk about unemployment and I think almost any other personnel director will agree with me on this: There's hardly any such thing, except in the Rio Grande Valley and the border areas of Texas and that is where Mexican-Americans live. If there is any unemployment among employable people anywhere else in Texas, I don't know where it is. San Antonio may be one exception to that. Corpus Christi may be one side of the Valley, and a border area. I know a lot of employers that have many job openings in Houston.

Take our industry, for example. We have job openings for employees from the completely unskilled to the very highly skilled, and there are job openings all the way up and down the line for people of any type that will fit any type of category. I know of many other employers in the same way.

Now one problem has been the inadequacy of many training programs, which is something that we are trying to eliminate by this training program that I mentioned today.

Another thing that we are trying to accomplish, other than relocation, is to have orientation classes. They would be primarily conducted by Jobs for Progress in cooperation with our companies and our staff.

Also we are proposing to sub out the recruitment program to the SER program, whereby SER will have a recruiter who will travel the entire State of Texas, actually, doing the recruiting for the members of the association who are participating in OJT programs. This is basically the way we have the program outlined at the present time, for which we have asked approval and we hope that it will be approved in this regard.

Excerpts from Remarks by Mr. Schneyer:

Lockheed Space Company is 40 miles south of San Francisco in the Bay Area. Our general area of unemployment, if you look in terms of minority groups, is a very heavy Mexican American group and a fairly heavy Negro group if you go up into San Francisco, which is another area that concerns us very much. There are, of course, very heavy Oriental groups, as well as Mexican American and Negro, so we have a mixture of all kinds of minorities who need jobs.

A little over a year ago, we took people from the so-called hard core, but actually we set our own standards of selection. We set five conditions and people had to meet four of the five. The intent was to get to the people who badly needed the training and not the people who were competent and capable.

Five Conditions Named

The conditions were that they had to be unemployed head of the household, partly or wholly on welfare, no saleable skills, school drop out and have a bad history for employment for the last two years or so.

We brought in about 130 people, roughly, over a one-year period. They averaged about three dependents. They were all unemployed. They were all school drop outs from about the sixth grade through the eleventh or twelfth. I think as much by design as anything else, because we were training originally in only two categories, we mixed them up and we had about one-third Negro, one-third Mexican American, and one-third white with a very few Orientals. The average age was around 28.

There were some criminal records, but not very many. I think roughly one-third had been arrested, but convictions were much lower than that. The group was about half male and half female.

The training program was very simple. The plan was four weeks of vestibule training with a small class and then from eight to 16 weeks on the floor, a minimum of two months, and perhaps three or four months, depending on the individual, where the lead man or the foreman knew that the individual needed special care and that he would be slow.

At the end of roughly three months, they had to be on their own and at that point there wasn't any question of their being treated as everyone else. As a matter of fact, I just talked with a group who come from a section of 57 people in the company. They happen to include nine graduates of this class and I talked with five people and none of them knew anybody that was a graduate. They didn't know who they were. They were there, but no one knew which ones were which.

They are on the company payroll from the time they enter the program. They get a check at the end of the second week covering their first week's work. There are only four or five to a class and a single instructor. No one is allowed in the class except the instructor, unless he has something to say. There are no observers, no testing. There is no testing when they come, no testing in the middle, and no testing when they leave. There is no remedial education. Most of these people failed in school and we didn't want to pull them back into a schoolroom atmosphere.

The program is set up with small steps and lots of chances of success. A lot of times a pat on the back and telling them they were making the grade was helpful, because most of them had a defeatist attitude toward whether they were going to succeed. After a couple of weeks this attitude began to disappear and by the time we got through the four weeks we think most of it did disappear.

A Special Program

Supervisors knew that the people coming on were part of a special program. At first they were a little leery, but after a while they were very much a part of the program. I think they helped to make it go. The results were pretty good. We think they were quite good. We put about 130 people in the program. We have been in a layoff program over the last couple of months, which affected our statistics, but let's leave that out because it has nothing to do with the employability of people.

I have gone back and looked at people who went on the company floor at least six months ago so they would have had at least six months of floor experience and we still have eight out of ten of those. Roughly, of the 20 percent that dropped out, only about 10 percent dropped out because of attendance problems or because they couldn't make the grade technically. The others left for their own reasons. Some left the area, some had family reasons, or other things. But basically you might say nine out of ten, technically, and from industry's standpoint, made the grade and this was without testing on our part and trying to match up people with the job.

We did turn to the local community groups from whom we got these people and asked them to try to find somebody that could match the job. We didn't want somebody with ten thumbs trying to do something that required ten fingers. But other than that, there was really no intent to try and sort and see whether we had the best people in the program for that particular job.

Now, as a result of that program, we are currently contracted with the government on an MDTA contract to use 200 people over the next year. At Lockheed, we are training in somewhat different categories. Our layoff has hit some of the areas where we were training. Some of the people, because they have low seniority in the union structure, got caught in the layoffs, so we are not touching any of the groups for awhile until they recall some of those people.

We trained in the MT electrical jobs and electrical assembly and keypunch operators. We are now starting into some potting and compound work and intend to go into some clerical work.

Opportunity to Advance

As a result of this program, and with the advent of the NAB, we have currently been contracted through the NAB via the management council for the Bay Area Employment Opportunity, which is a non-profit company acting as the contracting agency to the Department of Labor. Lockheed, as a member of the National Alliance, has contracted to train about 480 people for some 41 companies. The companies vary from banks to railroads to seed companies to electronics companies. The variety of jobs include everything from clerks to people working in warehouses. They are not dead-end jobs.

The idea was to collect five people in a like kind of job and put them in a class where they could be trained together, even though they end up with five different companies. They come on a company payroll. They have a job when they appear. They are not on Lockheed's payroll. They are on that company's payroll. They get their pay checks from the company but they come in a vestibule program of about four to six weeks. It is very similar to our other program in which they will be trained for the same kind of a plan, to get them over the initial problems of learning the skill, and then they go on to the company floor and pick up anywhere from eight to 16 weeks of on-the-job training.

Again, the intent is that they are permanent employees at that point with every ability to hold the job.

During training we have a single salary, single wage. Everybody gets paid $1.75 an hour. When they go on the company floor they will get the entry level wage that goes with a particular job that they are in, but you can see, because there are different companies in a single class and different starting wages in different companies, we didn't want to compare any salaries and be unhappy. So they don't know how much they get until they get on a company floor after the four-week period.

There was a supervisory training part of the program. Every company has agreed to lend the immediate supervisor for four sessions during the last couple of weeks of the program and we have a program in which we are going to try to familiarize supervisors with the employee and his job and the employee with the supervisor so that when he does get to the floor there's a bond already started. We think it's necessary to bring the supervisor into the program or the program won't work.

The OJT we leave entirely up to the company. The company is deciding what it will do in the OJT portion of it and we have left the time frame up to them. It has varied from about eight weeks for simple jobs up to 16 and 18 weeks in harder jobs. We have asked the supervisor to find a buddy for the new employee coming on the floor. We think very highly of the buddy system. It helps the employee during the first week or two to get familiar with the floor.

We provide transportation during the first four weeks while we attempt to iron out any transportation problems. In other words, we try to have a valid transportation solution by the end of four weeks. During the four-week period we furnish transportation to make it easier. We do provide counseling in the post-vestibule training. That is, when they get on the company floor the counselor, who in every case turns out to be primarily an instructor because he is the one who has gotten close to the trainee over the time period, will continue to keep contact with the employee and his immediate supervisor, particularly during the first three or four weeks to see how well the thing is going and to see if anything needs to be ironed out.

Excerpts from Remarks by Mr. Montez:

For some time we have talked about the Mexican American problems in the realm of the thing called bi-lingual culture. What you call it in the educational circle is not quite defined. It's still some of that hazy kind of thinking, that nobody really knows what we are talking about. And the straight thinking about it is that when we get to these conferences and we get to these kinds of encounters that we are having today, we are not talking about Mexican Americans like me. Those of us who come to these conferences are usually well assimilated enough to be here. We are not talking about the people who are faced with problems in employment. We are attempting to talk about them, yet our perception is somewhat limited in that we are the people with the degrees, with income. We are typically middle-class. I think when we talk about employment we are talking about the people who are out there, who even some of you Mexican Americans refer to as "they". You know, "those people" who are living in the barrios undergoing the tremendous strain of trying to assimilate into a society that has no understanding at all of bi-lingualism, bi-culturalism and duality of a world that those people that live in the barrio can't even define.

I think that this is the challenge to industry. Government has tried to move into this area. Education is beginning to make some advances in this area. Why? Simply because they know that the stereotyped middle-class English speaking-oriented programs of the school have not succeeded with Mexican Americans and, obviously, they have not succeeded with Negroes. They have not succeeded with the majority of the poor in this country, so they are beginning to make some changes. They are demanding definitions of what is bi-lingualism, what is bi-culturalism, and really, when we stop to think about these things, there are really significant differences that have to be considered.

For example, it has been mentioned by the previous speaker that they have sort of disregarded testing in a certain program. I think that's an advance because testing in industry, testing in government, and testing specifically in education has been one of the greatest detriments to Mexican Americans. Why? Because the testing that we have today is geared to an English speaking middle-class, and people, whether they come with good Spanish or bad Spanish, have still been influenced by that second language one way or the other. I can say to you that even people who don't speak any Spanish today have been influenced by that language.

Today in California, for example, a typical example is that in one school district 26 percent of the student body is Spanish surnamed. Yet when we look at the statistics for the kids in the mentally-retarded classes, 62 percent of the kids in the mentally-retarded classes are Spanish surnamed. Now there's a real deficiency here, if we are going to follow the rules of psychology with a normal distribution curve and so on; if we are going to be honest about it, the real figure should be that people in mentally-retarded classes should be equal to the proportionate number of Mexican Americans in the total district.

So there are hang-ups to this bi-lingual, bi-cultural kind of thinking and still, as we look at the programs of industry, there has been no consideration for this other than that we select the right kind of Mexicans that will fit into the program that we have set up.

Lack of Involvement

Now what I am saying? I am saying that even those Federal programs that have been funded for special Mexican American groups have not gotten involved. So you know they are not even free of this kind of thing because those people that have been sophisticated enough in the society to develop a program for Mexican Americans will follow the same kind of technique, the same kind of limited thinking when it relates to setting up programs. That program becomes set up in the same Anglo-urban tradition as all other programs.

I think this is very serious, because as the problems continue to develop and get much more intensified in the ghettos and in the barrios and in the communities of poor people in general, we are not related because there are still people out there in those communities saying, "Well, you know, here's the firm that digs Plans for Progress. They are really behind it. They are really moving on it." The guy says, "Well, that doesn't mean much to me because I have been there ten times and I still can't get a job."

That becomes the real thing in his life. That becomes his real world. It's like me, as a school superintendent, saying to a group of Mexican American parents, "We've got the greatest educational program for your disadvantaged kids," and 20 parents sit there and know that their kids dropped out of that damned system that I think is so great.

So they say, "Now, wait a minute, let's have a little encounter here. Let's discuss this. Your system is a failure from the world that I perceive." And they give real reasons. None of their kids have ever graduated from high school.

Now, if we are talking about some new approaches to hiring people in industry, I think this becomes the time where you have to start looking at the real makeup of that barrio. What are really the differences? You people in industry hire sociologists or you hire psychologists and you analyze the kinds of makeup that people bring to you as prospective employees. This is the only way. This is the only new approach, and I can guarantee you when you start getting involved in cultural differences and language differences of people living on Indian reservations you are really going to have a challenge because that goes one step further: It goes so far out that the total society hasn't even begun to discuss the problems of the Indian on the reservation.

Now these are the real crucial things that we are dealing with because the processes for employment that we use in industry are still processes of elimination. Granted, you want the most productive people, and I think industry is even much more realistic about it than education because industry wants people who are productive. Let's face it: Industry is geared to the dollar. More so than education.

I say to the teachers that if we were to gear you the same way we gear industry you would have been bankrupt 20, 30 years ago with Mexican Americans and Negroes and poor people.

Industry couldn't survive and that's why I think that with respect to the answers to some of the problems of employment for the needs of the people in the barrio, need for development of leadership with industry, for an honest true approach to hiring disadvantaged people, this is the new way to go.

When you sit with Mexican Americans like us, don't assume that we have the answers to the problems of the barrios because we are more like you than we are like the people in the barrios. I think that the only way that people in your personnel departments and so forth are going to communicate with those people is to get down there and touch them. Get down there and find out what the hell those people are all about.

SENSIBLE STANDARDS FOR GETTING THE JOB DONE—

Excerpts from remarks by A. M. DOTY, Executive Director, Alcoa Foundation

Most employers who are trying to do business as it was done ten years ago or 15 years ago, and who are trying to follow the same employment standards, the same employment practices that were considered good employment practices or standard practices ten or 15 years ago, are, in truth, disadvantaged. They are not getting the type of employees they need. They are not getting the type of employees who will do the best job for them, or they are not meeting their responsibility in an industrial society. Nor are they going to be able to stay on the line. We are sure of this.

One thing strikes me as something that should be said very often, and that is that many people who are deeply involved with the equal employment opportunity for minorities are involved physically, emotionally, financially, and in a very dedicated way. They sometimes give the business community credit for being much more sophisticated in its employment practices than it really is, and I think this is something that we all need to take a look at. I think so far as businessmen are concerned, that everyone of us needs to take a look at very regular intervals at the way our employment offices are run, the way they are manned. I think that many of us would be very, very surprised.

I know that I have been and I have had the responsibility for personnel relations for a large corporation for many years, and employment still happens to be one of my responsibilities. Just as I feel that we really are performing pretty well, in our plans and in our own corporate operations in Pittsburgh, I make another survey and sometimes I am horrified. I think you might be, too. I have had some experiences, myself, on this business of employment.

I remember when I was a graduate student I went to work one summer to gain some independent experience. I thought I would be there for a couple of years with one of the major aircraft factories, and I didn't have impressive credentials, particularly. I had an undergraduate degree and a graduate degree, and I knew something about the area in which I was applying for a job. I went into the employment office and they said, "Well, fill out these papers." I did fill out the papers and I did undress, and I sat naked in a hallway that day except for a few minutes when they permitted me to have a hot dog and I pulled on some clothes, strode out across the street and, by the way, the employment office was closed each time right in my face. I didn't like it any better than a lot of other people did.

The next morning I came back and I said, "What are my chances?"

They said, "Undress" and I undressed again, and sat all day, with a stiff breeze blowing through the Santa Monica corridors. I discovered after I had been employed that the way was easy after I started up the ladder in the production control department. This kind of thinking still goes on.

Later, after having gone through this, I went into the United States Navy and the Navy had problems, also, about employment and placement of people. I felt that by this time I had some special expertise in meteorology and in the training of people in the piloting of aircraft. I thought that I knew as much about aircraft, and perhaps projections, as anybody knew. I had done a lot of writing in the field, so my first assignment was to make soundings along the Potomac River, and if any of you want to know how deep the Potomac is, there isn't one inch of it I can't tell you about. You get some placements that are bad, sometimes, even in the armed services.

And then I went to Alcoa, operations, which I admire a very great deal, and I was to start out working there in the education and training department, management development, et cetera. I was told by my boss to call the personnel manager of our Cleveland works. This is a very big and important operation of Alcoa. I was to call to make arrangements to come up and meet with management there, and my boss got a call back a little bit later on and this guy said, "Listen, if you think we are going to let a barefooted boy from Mississippi tell us how to run our business, you are crazy. At least get somebody who can speak the English language." So that was another one of those things that you face as far as employment is concerned.

For a long time I think that we thought there was something nasty about a high school diploma. Well, there isn't. I think for a long time we felt that people had to have the kind of education they don't have to have to do the kind of jobs that you and I know really don't take much education to do. So we are not going to talk about the business of not really lowering standards. I don't think that's what we ought to talk about at all. I think that's unfair. I think what we ought to talk about is sensible standards of a background and experience for doing the kind of job that needs to be done.

THE OFF-RESERVATION INDIAN—

Excerpts from remarks by Mrs. IOLA HAYDEN, Director, Oklahomans for Indian Opportunity

Many times in the United States we think of Indians and we think of reservation Indians, and you think if an Indian does not live on the reservation, consequently there is no problem. Well, I am glad that I am going to have a chance to talk about some of the problems. Of course, we all sometimes sound like the Chamber of Commerce trying to bring out that we have more problems than somebody else, but I think that it's very important that we talk about some of the problems that the off-reservation Indian encounters, and some of the ways that we can work with them.

I am sure you have heard this statement many times before, but there is no one way of working with people. Each situation and person or group warrants a different approach. I would like to tell you about the organization that I represent, the Oklahomans for Indian Opportunity.

O.I.O. is a state-wide organization with non-reservation Indians of Oklahoma, which seeks to more fully offer them the benefit of Oklahoma's economy and culture. The uniqueness of O.I.O. is that all people from all parts of the state came for the first time to cite some of their problems and, as a result, O.I.O. was organized to attack these problems. Oklahoma has no reservation, but does possess the second largest Indian population in the United States. Because there are no reservations, the Indian people are increasingly being forced to make the transition into the total community. Many Indian people are forced into this transition without adequate preparation and many times the non-Indians of a community are reluctant to accept the Indian in their community.

Lack of organization is one of the serious problems faced by the Indians in our state. The Indian people of Oklahoma traditionally constitute several complex sub-cultures. O.I.O. hopes to develop a basis for a unified effort. Great care is taken to insure that low income "real" Indians are represented on our 41-member board of directors. We feel that this is the best place to begin developing human resources. This, essentially, is what we are talking about today, I think: Human resources development.

O.I.O. serves as the basis of pride in Indians and all of our policy-making roles are held by Indian people. I think this is quite a bit different, at least in Oklahoma. Many organizations work for, or against, or what-have-you, our Indian people. I think that many times we seem to forget that people that we are working for should have something to say about how they want to work and I think this is one of the very important things about our organization, that the policy-making roles are held by Indian people.

We have come to find out that they really know how to make decisions about their lives, just like everybody else. This is one of the things that many people have not realized over the years.

Many times we find that Oklahoma Indians have had an accumulation of bad experiences, including disappointments with governmental and private agencies, and this has produced withdrawal and self-imposed isolation. We feel that these many problems are instrumental in developing the many employment problems that do arise. I feel that an understanding of this can give us a better chance to work with disadvantaged minority groups and make matters more comfortable for all involved.

In our O.I.O. program we have eight non-professional staff members employed as service people, and I think that it's very interesting that we have one lady who has only a sixth grade education, but I can guarantee that she can work circles around some of you in the job that she has. I think that is very important, that there are jobs that people can do and there are jobs that can make people feel very necessary. There are jobs that have to be done and can be best done by some people that don't have a Ph.D. or master's degree.

Many times women with this kind of education are so far removed from the problem that people that are engaged in this particular community are the best ones to do this type of job. Since we are a service organization and since service jobs are going to be very much needed, as time goes on, I think that an organization like this should be using people that are non-professional and that will never go on to school. Let's face it: I think education is wonderful and I think it is necessary for many types of jobs, but I think that we are talking about a formal-type education and that we can use non-professional people in jobs that they can do.

The people that are employed in these particular jobs are Indian people that are indigenous to their particular communities. They are given training in working with agencies that are supposed to work with Indians. It is their job to see that Indians get the services. In a sense they are advocates for the Indians in the community.

A New Approach

This is definitely a new approach, because heretofore agencies funded to work for Indians have many times forgotten or ignored the purpose of their jobs.

O.I.O. believes that being an Indian should be a source of pride. During my tour of years at the Indian school I suffered the ambivalence of wanting to be proud of what I am and being told that being an Indian was regressive. I believe that before any of us can be a success in anything we can do, we must know who we are. We must take pride in our differences and build our strength from that very basic point. We in O.I.O. believe that an Indian should be an Indian in the way that he wants to be. Too long the beads and long hair concept have been the only way that an Indian can be an Indian.

Many times, when people talk about Indians, they say, "But there are no problems with Indians in Oklahoma because look at so-and-so. You know, he's made it. He's got manicured fingernails and the whole bit." But they never see the hundreds and hundreds of Indians living in the rural areas that aren't going to make it, and they always see the one or two examples in our state that serve as our Indians.

Statistics in Oklahoma have showed us that there is a large number of Indian children dropping out of school. Statistics also show us that if they survive the tenth grade they usually develop enough emotional armor to get them through the rest of the school years. After much debate and experimenting, O.I.O. began to organize Indian youth councils in the schools where there was a high Indian enrollment. One youth council produced summer employment for their members and another Indian youth group in their community. These councils are again serving the purpose of pride and education and contemporary experience.

Talk about the Present

I think that every time we are going to talk about pride we always talk about somebody that lived a hundred years ago. I think that we have to talk about people who are living now, who are making their contribution to the world today. These are the people we want to talk about because these are the people that our young people are going to see.

Indian young people are anxious to become a part of their schools and, consequently, part of their community. I hope to see where organizations and various communities can work with Indian youth groups and educate them in social issues that are very important to their lives, their involvement in politics.

The time is past when we can tell the Indian young people, this is the way you are supposed to do, and you are supposed to go to school. If we do get Indian young people together, we have got to educate them in some of the real pressing social problems that are involved in our daily lives, or that should be involved in their daily lives. I think if we teach them some of these things we are not going to have to sit and say, "Go to school because this is the way it's supposed to be." These are some of the things that we are attempting to do, and these are some of the things that cause quite a few problems for us, because we get all sorts of complaints that we are too controversial, that we are communists, and that we are trying to teach our young people to go against the establishment, whatever that is.

The late Senator Robert Kennedy toured some government and public schools this past fall and he noted the lack of Indian art and Indian literature in the Indian schools. What we have attempted to do is work with the schools and we presented the books showing the history and contribution that Indians have made and this, I think, develops an understanding with their non-Indian tribal persons and also develops the private Indian young people. You will note my constant reference to pride. I feel that pride plays an important role in this whole business of employment and in the world of work.

I would also like to talk about some of the stereotypes that many people give to Indians.

You say, "Well, you are a little bit too sensitive about it." Well, I think somebody better start getting sensitive about these things. For instance, we all have such good hand and eye coordination. That's why we are all employed in certain particular fields where they need hand-eye coordination.

Well, we shouldn't be overly enthusiastic about this because what you are saying, and you keep on saying it over and over again, until you begin really to believe what you are saying, is that Indian people just don't have the intellectual ability to do other things than good hand-eye coordination. You bet, I am going to be overly sensitive about it, because we are going to show the Indian young people that they can do other things. I am not saying that putting together things with your hands is not important, but I think that we should present to them things that they can aspire to and that's more than putting together things with their hands.

Help with Transition

Approximately one-third of the Indian population of Oklahoma is located in the two metropolitan areas of Tulsa and Oklahoma City. O.I.O. has been operating in these two areas as a referral center. Too often Indian people, making a return to urban life, are not familiar with the complexities of the transition and are lost in the shuffle. Our office tries to help bridge the gap and make the transition more comfortable.

Many of the Indian people who do live in the rural areas are under the jurisdiction of the Bureau of Indian Affairs; consequently if they ever need any kind of employment assistance or welfare assistance, they have gone to their particular Bureau of Indian Affairs office. Don't ask me why, but in Oklahoma City and Tulsa the Bureau of Indian Affairs is not in their jurisdiction, so when people move to the city they are lost because before they have been in the rural areas and have only known the services of their Bureau of Indian Affairs. So now as a result of a referring office there, the Bureau of Indian Affairs has put an employment assistance officer in there but they cannot work with the Indians that already live there. If an Indian walks in from the street and wants assistance from this office, they could not provide it. He would have to go back to Seminole or Wewoka or what-have-you and go through the red tape.

But I am sure I keep saying, "Well, there's a reason for that, because there's somebody that's employed over there and that's their only job, to see that these people go through that thing. We wouldn't want to take a job away from someone, would we?" It's probably a white person, anyway.

Respect for Differences

I feel that the schools in Oklahoma must orient themselves to the task at hand and accept that this is the Indian child and our society is famous for taking human beings and making them fit into somewhat an ill-fitting society. I feel that more success would come about if the differences of people were nurtured and appreciated. America was never a melting pot, and groups such as the Indians have managed to retain their identity, and I think it would behoove all of us to understand and respect our differences, and it is our differences that supposedly make our country great.

In O.I.O. we sponsor a work earned program. We work with high school drop outs and "other" program drop outs. In many cases the young people are looking for a last opportunity. Too often everyone has given up on them. Our workers recruit them. This is not an easy task, because this is the often rejected youngster who is reluctant to face still another failure.

While one of the staff is recruiting the young people into the program, a staff member is getting jobs in the community with the local employers. This might not particularly sound like a tough job, but in one area you have got an attitude of white people against the Indian people, where they flatly say, "We will not hire the Indian people because they are lazy." I am not over-emphasizing anything, I am just telling it like it is, because we have been in that area and we tried to place 25 young people in jobs and we finally got about 15 people on the job. But they just flatly said, "We will not hire them."

You know, they keep saying, "Well, maybe we will hire one or two, and bring us the best you have." Everybody wants the best. "Bring us the best you have, and if they prove themselves then we will take more."

I think we are kind of tired of that, proving ourselves to people, but we are trying to do it. We will try to do it. We do try to get them to work in their local community where they live because, you know, obviously sending them away into the city is only compounding the problems of the city, and I think maybe someone should have thought of that before they started sending people to the cities.

Anyway, we tried to get jobs there in their community and many times we found that young people, these people, were not going to be satisfied with the types of jobs that they had to get because they did not have training, and so as a result of that they went on to school or went on to further training so it really wasn't a failure in the fact that they did not stay on these jobs.

O.I.O. pays half the salary for 15 weeks with the hopes that the employer will keep the youngster when the 15 weeks are over. The week prior to going on the job is spent in counseling, giving information, and trying to develop self-confidence in the youngster.

One night a week during the 15-week period, they have a class where they can discuss any problem they may be having. The workers are available to them at all times. Individual counseling is available, but at no time whatsoever does our staff moralize the problems of the young people. If they did it would obviously fall on deaf ears. This is what they have heard from social worker types and so forth for all of the years of their short lives.

The results of this particular program have not been spectacular, but the ones who have succeeded have done so quite substantially and a number of young people have returned to school and/or further training because they feel they cannot be content with the type of job they would have to take without any further training.

In a work program, or any other employment program, we definitely feel that both sides, the employer and employee, should be trained because I think this not only makes a job easier for both, but I think it gives them a chance to understand one another and to develop some type of real respect that I feel is really needed in a work situation.

I think you have to have respect for your employer and I think your employer has to have respect for the employees. And only half a job is done if only a trainee is the one that is being trained. Each side must understand and respect one another so that more development can progress.

Again, I would like to say for human resources development that we need schools geared to the needs of the people.

I remember that in the town where I lived every time they were going to have some kind of a program for adult education or Indian people, they would have welding classes and I bet every person in that town could weld, but not one person is making a living from welding. They didn't say a thing about the welding classes, I am sure. You are all familiar with this type of thing.

I feel in many instances we are not educating Indian youth for reality, because I know when I was going to school, I spent all of my life in an Indian school and it was real interesting because that was when the big agricultural kick was on and they were teaching everybody to be farmers. This was very unrealistic because that was also the time that in order to be a farmer of any kind you had to have a lot of money in order to set up yourself in farming and no one ever thought to ask the people whether they wanted to be farmers or not. But I think people are beginning to think that maybe people can make decisions in their own lives and I think they are coming around to this simply because there are too many failures in some of our programs where they do send people. If they are going to bring them around to reevaluating some of their programs, then I think it's very good.

In closing I would like to say that O.I.O.'s basic strategy is the involvement of people and planning to implement their own activities. Tangible help, involvement and contact with people—they have been our primary means of achieving goals, and at this time seem to be most appropriate.

SELF-HELP FOR THE DISADVANTAGED EMPLOYER—

Excerpts from remarks by J. E. TWOMEY, Manager, Corporate EEO Administrator, Western Electric Company

In my presentation today I would like to talk very quickly and hopefully and practically about self-help, what you can do in this area of employing more minority people, especially those whose skills might be somewhat limited, and I am going to concentrate my remarks on one of our experiments, which has proven to be a very happy one.

Now this experiment is located in Newark, New Jersey. This is not Indian country, but the principle behind this factory that we have started in the ghetto of Newark, New Jersey, I believe, is applicable to all of you employers because it deals with a problem of taking people without skills, without adequate education, and putting them to work and seeing what they can do.

It started last fall when a group of our executives in Newark were looking at the situation and said, "Well, look: Our whole national problem, the whole scene, is in miniature right here in Newark." A large minority population, almost 50 percent, and number two, an educational system that was creaking and falling apart at the seams. Number three, large groups of minority people unemployed, health problems, a night of an imaginary nature which we all read about and experienced. I was there.

So we said, "Okay, we have a situation here and we are a company that knows how to train people, we think. We have jobs that we understand. Let's see what we can do about this."

So we decided we would build a plant, put a plant, I should say, right smack dab in the middle of the ghetto.

We found an abandoned Rambler automobile agency. Nobody was buying Ramblers down there, anymore. In fact, as you know, most of the industry was moving out of Newark. The small businessman said that he couldn't stay, because he couldn't get insurance, so we had no problem finding a building. We decided we would have only the hard core unemployed as employees. This meant, of course, that we were going to have to just do a major modification job of our employment standards.

First, of course, we had always looked at the one of testing. So we said, "Okay, no testing. There's only going to be one test to get a job in Newark, and that test is the answer to the question: Do you want to work?" If the person said, "Yes, I want a job," he was in.

Number two, we said, "Okay, like many companies we have had traditional high school graduation standards." We said, "That's out, when we have a 60 to 70 percent drop out rate in the Newark school system." We said, "We do want, though, a minimum reading and writing knowledge, a minimal one; for one reason, we are using our Newark plant, which is going to employ about 200."

It's almost there now. This is as a training market and as soon as the employees who are there get a job skill under control and have learned the self-discipline skills of the industrial society, like showing up on time, showing up every day, we are going to bleed them off in nearby locations. There's a big Western Electric factory employing about 15,000 just about five miles away. These people won't travel that far to begin with, but we felt that they would, and they are, once they got used to the factory environment. We also felt that once they got into the mainstream of the factory life and started to move up through the job skills they need a certain minimum amount so we are settling for something around a fourth to fifth grade equivalent reading and writing skill, which, of course, is not very much.

We also modified our medical standards to this degree: To anybody who has a correctible problem, such as teeth, vision, some others we could mention here, normally we would say "Okay, get these things corrected and come on back and we will hire you," but now we say, "Come on in, you are employed," and then we will refer them to agencies that are low cost to repair these things. We will provide them with glasses, ourselves, safety glasses for the job and let them correct these things while they are getting a pay check so they will have some dough to do it.

Now lastly we have also modified our standards in regard to criminal records, police records. We have always been kind of fussy about this and, yet, again if you take a darned good look at some of our ghetto problems, you know that just the environment itself is going to have a lot of young people brushing up against the law. So we said, "Okay, let's just use common sense on this thing. No, we don't want anybody who's guilty of a recent armed robbery, rape, some other crimes that are not too pleasant to talk about. No, we don't want those people." But we will take a guy who's had a problem with borrowing an automobile for an hour, or say he had an altercation with a policeman at one time or another, this type of thing. It's just a kind of common sense approach that any of you use. Maybe even an armed robbery, if that occurred 20 years ago. The guy had no difficulties since that time and I am willing to take a gamble on a person like that and I am sure you will.

The program is proving to be a very interesting one and a very successful one. You might ask, "Well, how are the people learning the job skills? How are they doing?"

The answer is, job skills are no problem whatsoever. Boy, they learned them just like this. As one of my Urban League friends says, "Well, heck," he said, "Any young man who could strip a car in ten minutes can surely learn your jobs." It's really true.

The only problem we have, of course, is the one of attendance. Attendance is the problem we are trying to lick. By and large now we have to separate a few people for just plain not willing to show up at all, practically, but it looks now like our track record will be about an 80 percent hit. This is, 80 percent of the people will successfully meet the requirements of job skills as well as this self-discipline. They will be transferred then out into our regular factory locations and, in turn, be replaced by others from the hard core.

Now as you can see, these were largely Puerto Rican and Negro minorities, but the principle is the same, I think. We heard from several people today and they have all been successful with other programs in other environments, but I think the risks are just about the same and the skills much the same. This is one little example of how employers can get started and can do something and, fellows, the water isn't so cold at all, let me tell you.

TRANSMITTING COMPANY POLICY ON EMPLOYMENT PRACTICES—

Excerpts from remarks by Dr. DOUGLAS STONE, Texas Instruments, Inc.

A little bit about Texas Instruments.

We now have in existence 40,000 people around the world. We are headquartered in Dallas. In our Dallas-based operations we have about 27,000 people. This is the group which I am going to make most of my remarks and comparisons about. We don't have much of an Indian population in Masssachusetts or much of a Negro population there, either, and in our other plant in Kentucky we don't have many Indians, so we are going to concentrate on Dallas with this 27,000.

Like everyone else in Plans for Progress I have been concerned and interested in learning ways to do a better job in minority areas. Of course, the value of a meeting such as this is quite wonderful.

In 1967, talking about our employment, we grew in Dallas by about 500 people. Our minority employees in Dallas increased by 1,100 people, increasing from something like 12 percent to a little better than 16 percent of our Dallas operation, or about 4,500 people, primarily Negroes.

You are all quite familiar, of course, with the job posting systems that have existed in industry work. Well, for several years we have felt we had to do a better job than that and I would like to report very briefly on what it is, this internal labor market system that we have developed.

We found when we started looking at the situation that the typical problems existed: Supervisors didn't tell their employees about openings that were coming up. They wouldn't let them go when the person could somehow find out about an opening. Posted jobs were primarily for the very low grades, the entry levels and this kind of thing. If you did find out about a job, it was difficult to determine what the requirements existing for the job were. It was a mess.

This caused us to get into it even more deeply. We thought at first we could get along with just a simple job posting system of the traditional sort.

In December, '65, three of us began to try to look at, you might say, the system approach to the total business of employment. We began to understand a little more completely how the role of management, intelligent planning, and forecasting all tie together. In other words, in our system, as it's worked out now, every job must be posted for one week before the hiring supervisor can ask the hiring department to go outside the company.

The desirable characteristics of an external natural labor market are the same as the internal labor market. The employee has to be able to find out where the job is and he has to be able to move. That's a slightly simplified movement of what a labor economist would call a working job market.

This is how employees of Texas Instruments find out. We issue a list which usually runs four to five pages, listing every opening in the company below the level of vice president. The employment department doesn't handle that. (The board of directors handles the V.P.'s.) This list literally talks about department managers, branch managers, supervisors, what-have-you. This is put in the employee newspaper, the company newspaper, every fourth issue. That should come close to the first of the month. It's piled up, literally. The baskets originally designed weren't big enough so we literally have boxes of these, and we have them at every exit and places in the hall, very accessible to everyone.

In terms of volume, we will distribute about 35,000 of these each month. Incidentally, the company newspapers which carry the particular information as an insert are picked up about twice as often as the regular ones. By adding this insert, we created a problem for our company newspaper people who had to double their volume.

Now this basic information is supplemented every week by an additional list. We post these things in addition to handing them out. The filled jobs are marked off and that was a good psychological trick, it turned out. It proves to them that something does happen if you apply so we take a red pencil, mark it out and write filled. It was that complicated.

Well, another thing we do when we turn out this monthly listing is to have a success story, something that happened to somebody as a result of applying for a job, you see? This has worked quite well, too, because we will have one from this division and one from that division and some other division.

This is the way people find out about the jobs and this is the first requirement, as we said, of any effective job market. We, incidentally, have gotten some fall out results from this. One thing is that people take home the paper and we have had a number of neighbors of the present employees come charging in and say, "I see here you have this opening. My background is this," and they apply for it. We say, "Fine, wait until we finish our week and you can come and apply," and we have generated a lot of recruiting difficulties that way that we didn't intend to at all.

Now what about the other requirement? How do people move? When the job opening occurs, the supervisor initiates a requisition and this is, of course, from the management side. From the other side, the T.R.'s who wish to get ahead can request transfer on their own, whether there's an opening now or not, and these will be held for six months and may be renewed at that time. This, of course, is also where we put returnees from maternity leave, military leave, and such. These are put into the working part of our information system.

Now I would point out one other thing: We have an internal staffing manager, who is a part of the employment department, or as we call it, manpower department. Just as we have one who is head of the college recruiting program, the technician recruiting program, the exempt experience recruiting program, so we have an internal manager, too.

These staffs have grown fairly large because we had such a volume of paper work in response to the system. Once the paperwork gets into the system, then it's just a typical employee's screening process. The hiring supervisor screens and picks out those he wants to interview. He interviews them and so forth. There are a couple of other things we would like to point out, though.

We wanted to make darn sure that every applicant found out why he was rejected, if that's what happened to him. This is one of the problems we found, and I am sure you have found. Supervisors won't tell them, and maybe they never hear whether they were considered or not. So we have a couple of boxes here labeled "T.R. note of recruitment" here and here; and in this case it's "good news" and in the other it's "bad news" and he's told why he didn't get the job. He is told explicitly why, in terms of what he's got to do to qualify for the job.

So this is an off-shoot, you see, that got us in the counseling business in that very effective way. If the person needs more formal education, or what-have-you, then we refer them to educational training route. They may go to night school and the night T.I. courses. They can train and take advantage of the Dallas community area, in which eventuality we wanted to make sure the people knew why they hadn't been accepted.

Supervisor Must Report

On the back of each application form the supervisor has to dispose of that application and the applicant is told the reason for it. It's written out. "You can only type 45 words a minute; you have to type 60 for this job," would be an example.

Well, obviously you don't make a change like this, with supervisors who have been accustomed to dealing the easiest way, without a lot of support from top management, and our president gave us this support, as did the group of vice presidents and right on down the line.

This, of course, was tested to see if we had some solidarity of commitment. When the first part of the first cycle began and the supervisors began to lose people, they got very upset and we had some very interesting sessions.

This discontent on the part of the supervisor losing people was melted away when the other end of the cycle was completed. That's when they filled their requisitions with good people and got a chance to screen those who were available in the organization.

I don't want to make it sound too easy. There is too much experience in the room with this sort of thing to try to get away with that.

In general it is well accepted, now, by the supervisors and on up through department managers and division and group managers. They are suggesting changes in it: Shorten the cycle time, and this type of thing. We have had some interesting fall outs in addition to the neighbors. We have used it as a successful recruiting campaign. We have a little illustration of an ad here that was prepared for our people in Massachusetts. This is the whole thing, that we have a mechanism for self-help. The guy that wants to get ahead, he can't say he couldn't find out where the job was and he can't say he couldn't find out what was required of the new job and it turns out to be a pretty good scheme. We just tell the fellow in it, the advertising people in Dallas, to run some information about the program and we built a recruiting thing about it.

Now how does it work? It's been in operation just about exactly a year. June 1st was the time that we started. During that period of time in the United States we have transferred 4,700 people. Of these transfers, about three-fourths have been non-exempt people. About 25 percent have been exempt people; for example, when we opened the plant at Corseau that Charles Hughes is visiting this weekend, we filled every one of the salaried jobs by the job posting system.

The non-exempt jobs, of course, were filled in Corseau. Eighty percent of these changes have been promotions, and by promotions I mean they have been elevated at least one job grade.

So this is our experience to date, and again this is just a preliminary report. We believe it is a very useful way for us to get the best talent in the best place to make the greatest contribution in the company.

Of course, the other side of the coin is that it allows every individual to develop to his maximum and to take the initiative in this in a way that's not available in a lot of companies and certainly wasn't available in T.I. a year ago.

Phase two of this is to provide more kinds of skills and training opportunities for those people who were counseled that they need some more of this and some more of that.

It seems to be working well in operation for sales in Kentucky, which has about 750, and in Houston with about 1,000 or 1,100 people. There's always a question of how much does it cost. It's always easier to fill a requisition by going outside because it does not create this wave of successive vacancies. But we think we get a lot of benefits that are hard to calculate as to cost. We get benefits from the promotion within because we are literally doing it now rather than giving lip service to it.

THE QUIET REVOLUTION: THE EMPLOYER TAKES THE LEAD—

Excerpts from an address by JOHN COCKRILL, Vice President, LTV Corporation

There is a quiet revolution going on. We are all part of it in one way or another. That revolution is in the attitudes of our citizens, and particularly among our corporate citizens, toward minority groups. We who are awakened to this revolution have a selling job to do that I believe is essential to the future of all American companies.

We must keep reminding the people in this country and the people who represent them in Washington of two facts: First, that the private enterprise system with its disciplines, costs, and its wide range of incentives and rewards from economic success is one of the country's great pillars of strength. Second, that American business is not only concerned about the great social problems of our time, but it is, in fact, taking the lead in shaping positive, constructive solutions to these problems.

I believe it was never more important than now for the private sector to take a positive action to counteract negative feelings towards business. We have reached the point where business as usual, advertising and selling our products, making a profit, and paying our taxes is no longer enough.

A new dimension has been added, and that is advertising and selling the ideas and the fact of the socially responsible company. Modern business organizations are recognizing that their practical interest is in being good citizens, and I think people must be made to recognize the great social benefits to be gained by making use of the technical resources, disciplines, and the flexibility of the socially responsible private company.

The establishment of the Plans For Progress group of companies, under the leadership of our good friend Hobart Taylor, was an early step in this quiet revolution. A more recent move has been the establishment of the National Alliance of Businessmen, which, in a cooperative venture with the government, is dedicated to hiring and training 100,000 unemployed, hard core workers by June, 1969, and 500,000 by June, 1971.

Additionally, the NAB, in cooperation with the President's Council on Youth Opportunity, is attempting to secure jobs for 200,000 disadvantaged youth this summer.

I am proud to be associated with the group of dedicated businessmen who make up the NAB.

As a matter of interest to this conference, the cities of El Paso and San Antonio each have achieved in excess of 500 percent of their targets for job pledges for hard core. These two cities lead the nation in this respect. Another interesting feature is that in each of these cities the major minority group is the Spanish American.

LTV has had excellent success in hiring Spanish American people, and all our investigations indicate that the American Indian is well above average in manual skills.

The real problem facing American businessmen in accomplishing their goals under the NAB is to get business to screen in, rather than screen out, those who heretofore have been screened out. This will require development by the employer of new employment strategies. They will be quite different from the practices used in the work force with which he is experienced.

A number of possible strategies suggest themselves as giving promise of successfully aiding in hiring the hard core employee, but first, to put the problem into perspective, underlying the needs are sharply changed conditions dictated by such change in employment policy.

This was highlighted in a recent *Washington Post* column commenting about the great difficulty of recruiting young people for well-paid, if not glamorous jobs. The writer, Bill Raspberry, said, "We keep reading news stories about hard core unemployed, but there are well-paid jobs in Washington, D.C., that require very little formal education; for example, supermarket meat cutters at a hundred and fifty dollars a week." Raspberry said, "The applicants very frequently bomb out during the initial interview, or even before the test, and some of them fail in the test."

Defining 'Hard Core'

A similar article recently appeared in the *Philadelphia Inquirer* about a study done at Southeast Pennsylvania Economic Development Corporation. Some 400 businessmen and labor leaders, interviewed about the problem of employment, said, "Turnover is too high." They are forced to dismiss too many people, and not enough employees were interested in delivering value and effort for a good day's pay.

Another report on the problem comes out of the City of Chicago. When employers say they are willing to employ hard core workers, the problem of defining "hard core" becomes important. Despite pledges of great interest and desire to employ the disadvantaged, Chicago continues to have difficulty employing members of gangs, yet, in a way, these youngsters are the hardest of the hard core.

Still another dimension comes out of experiences which were presented to the McCarran Commission. A number of companies in the region of northern Indiana during the past years took on 10,000 new hires, people considered to be quite disadvantaged. Many of these people had been rejected time after time by other employers. They were not new entrants to the labor force. This took place at a time when the unemployment rate was about 2.5 percent. In the one year that followed only 232 of the 10,000 people were retained.

The lesson of these accounts would seem to be that, in addition to helping people find jobs, strategies are needed to help them hold onto the jobs.

The simplest and perhaps most reliable strategies are often overlooked. Success requires both input and outcome. In this case the input is the effort of the unemployed worker to make himself, probably together with training and other resources, devoted to bringing about this result.

This input must be matched by the outcome, a job. Almost without exception, emphasis on the latter half of the equation has failed to match the strength of the thrust behind the first half of the equation. There has to be something at the end of the road.

The New York Times of March 15th dramatized this in a headline, "Trainees in Search of Jobs." The article says that the trainees who completed a computer training program now have the skills, but many of the graduates cannot find jobs. It goes on to describe the plight of these people. This can similarly be documented in city after city.

Unless the unemployed know that there will be jobs at the end of the road, experience shows that they will become discouraged and withdraw from the programs which lead them into a job.

The National Alliance of Businessmen has been asked to hire the hard core unemployed prior to their training to assure that the training is relevant to the job. That underlies the entire program.

The real test of the first strategy, therefore, is to see to it that jobs are there and that those workers will still be on the payroll one, two, or three years after they have been hired.

Goal Is a Job

The goal from the very beginning must be a job. It is this job that enables escape from dependence to self-sufficiency.

The second element of job strategy is creation of a state of mind which screens people into the system, rather than screens them out. This means that at every point at which the system touches the hard core unemployed person it must welcome him with the attitude that the system is designed to bring him in, help him succeed, rather than reject him and add still another failure to his experience.

Until now the intermediaries of our society, teachers, counselors, public employment service personnel, corporate personnel training directors, all of us, for that matter, those who should have been helping to screen them into the system, would almost seem to have, in reality, combined forces, consciously or unconsciously, to screen them out of the system, especially those most in need of help, and this elimination begins in the early years of school.

Including the hard core in the system requires that the role of the intermediaries be changed, their posture, their thinking be changed. This is a real test of the capacities and abilities of the intermediaries as to whether they will turn their skills to the discovery of talents and potential and to their development.

This is a new dimension in the work of personnel people in industry and government, but in one sense it marks a return to a concept of personnel work which long ago was abandoned and in its place substituted rule of thumb, often arbitrary requirements, largely untested and unvalidated, designed for quick and efficient rejection of people. It is new in that the intermediaries and employers are being asked to give substance to the claims of a society that it provides opportunity for everyone.

The third element of job strategy evolves from a basic need of all men, regardless of their income or status in life, the simple but universal need for success.

Circle of Failure

Elliot B. Lowe in his book, "Talus Core," describes in pointed terms the vicious circle of failure which engulfs many of the hard core unemployed, and I quote:

> When we look at what the men bring to the job, rather than at what the job offers men, it is essential to keep in mind that we are not looking at men who come to the job fresh, just out of school perhaps and newly prepared to undertake the task of making a living, or from another job where they earned a living and are prepared to do the same on this job. Each man comes to the job with a long job history, characterized by his not being able to support himself and his family. Each man carries this knowledge, born of his experience, with him. He comes to the job flat and stale, worried by the sameness of it all, convinced of his own incompetency, terrified of responsibility, of being tested still again and found wanting.

This is a notion foreign to many executives at the peak of their career, whose experience to date has mostly been success upon success.

Our strategy requires all intermediaries of the system to create with the individual small successes upon which, hopefully, larger successes can be built. The only way to break the cycle of failure is to intervene in the cycle and break it by inserting a successful experience.

I sincerely believe that our best bet is through the youth, that we can break the cycle in the long term.

Too often we fall into the error of categorizing people as if individual differences did not exist. This is the fourth element of job readiness and must take into consideration cultural differences, which include family background, attitudes toward work, work experience, community influences, and the relative roles of men and women. In developing job strategy, we can ill afford the luxury of pre-conceived, generalized and often stereotyped notions about people. We need to appreciate differences, even within religious and racial groups, that within groups there are ranges of ability, differences in attitudes and viewpoint and experiences which need to be taken into account. Otherwise, we shall be gaining in our progress toward a mythical average or norm and thereby miss the mark altogether.

Motivations Are Different

These differences come at us in many ways. Young applicants may not come in for employment because they want a job; the police may have suggested that they come, or in some of our big cities the kids need a front to keep out of trouble, or they may be passive. Thus, not only are people different, but their motivations are different.

We are prone to say that passive people are unmotivated, but that is where we have a problem with our own understanding. We may be unaware that many people who appear to be unmotivated have been kicked out of school, repeatedly rounded up by the police, and began dropping out a long, long time ago. They may be disadvantaged because, for whatever reason, society has pushed them out, kicked them out, and dropped them out of our world, and now we want to change that.

Youth represents the more difficult special case. Not only is there a gap between children and parents in the white suburban families, who claim that this does not exist; there is even a greater gap between militant youth of the slum, hostile to authority, and the white manager whose values run to the imposition of his authority to achieve order and efficiency. Youth is as critical of our values as we are of his youthful search for meaning and identity.

These gaps are enlarged by differences in educational background, in social class and of race, and that is why the old mechanical tools of personnel are out. They have no relevance in this new world. We have to reach toward new understanding, not merely creating new tools.

Differences in Companies

When developing job strategy for the disadvantaged, one must face the reality that such differences in companies do exist, so the fifth element of job strategy concerns the differences in companies.

Let's face it: Companies differ one from another in regard to race relations. There is little doubt that there are companies which are more favorable than others to the employment of people who are from minority groups. Increasingly, however, companies are adopting more favorable and healthier attitudes on that score.

Considerable now is known about the characteristics of those companies which have a high rate of success in employment of the disadvantaged.

First, they have the will and capacity to mobilize and focus their corporate resources, including support of the people in the organization, in successfully reaching out and hiring the hard core individual.

Second, their personnel and training people possess the necessary know-how for working with the disadvantaged.

Third, they have well established supervisory training programs built around leadership styles useful in coping with a work force characterized by its militancy rather than its facility.

Fourth, successful companies use high support systems. Such a system consists of an attitude in the organization that people will be given an even break, pre-employment readiness training, and orientation to help people get that break beginning the first day on the job. That may include basic reading and writing in order to cope with even the simplest task of business and industry. This may include, also, knowledge of the work in helping develop attitude to cope with the discipline of the job, steady attendance, a full day's work, working with people to help them solve the many problems of the job.

Experience suggests that the coach or buddy system of some sort will aid substantially. A coach or a buddy is a person who himself may have come out of the slum or the ghetto. He is a person who speaks the language and can resolve differences between the employer and the slum resident. He can, furthermore, bridge the communication gap which exists between the management and the worker. He is often able to help the individual solve the problems that arise on his job, including relations with fellow workers and his boss, to help him understand the why and what is expected of him, interpret to him the ways of the factory or the office.

Research clearly indicates that people who participate in a high support system through a coach or buddy have a much higher job survival success rate than those who are brought into the work situation without support, as high as seven out of ten successful on job, as contrasted to as low as two out of ten without support.

Plan with Foremen

Successful companies have planned carefully with the foremen about how to introduce the new person to his fellow workers, how to help him understand what is expected of him, what the job requires, how to make him a part of the organizational work unit, how to help him get through that testing period. The company has also carefully thought out where in the organization the individual should be started to assure appropriate work and leadership.

All workers go through an informal testing period. This means testing by the boss, as well as testing by his fellow workers. Some people have difficulty getting through this period, but tension during the testing period may be heightened by overtoned organization feeling. It is in that testing period that support provided by a coach or buddy is important and may be crucial in the individual's survival on the job.

Make-up of companies also varies according to the product and the manner in which the product is sold. These differences determine the occupational mission, as well as the requirements of the individual job. Because of the product being manufactured and sold, one company may have many job openings at the entry level on which the disadvantaged person can begin work. On the other hand, science-oriented companies mostly need people with professional degrees and would, consequently, employ few unskilled workers.

An interesting sidelight to this is that the employment of the disadvantaged in meaningful jobs seems to have progressed further in the retail industries. Apparently the disadvantaged have more opportunity to exercise their skills in human relationships in the retail trades.

Another company difference relates to the organization of jobs and difference of entry requirements. In companies where seniority provisions are flexible, entry level requirements are often adjusted through cooperative relationships between employers and unions. This may include adjustment of the length of probationary period, tailored to the training need of the individual worker.

In other cases, rigid and often unrealistic entry requirements, though designed to assure the company of a supply of well qualified people at the higher levels of the seniority sequences or ladders, prevent the enlargement of opportunity for those with limited qualifications.

Eventually, we must all come to the gatekeeper. Unfortunately, the earthly gatekeeper does not always seem to have the compassion and understanding we would like to have in all gatekeepers.

'The Earthly Gatekeepers'

Who are they, the earthly gatekeepers? Here they may be school teachers who encourage or discourage, counselors who are not in tune with those whom they are supposed to counsel, personnel and training people who are experienced mainly in training the already qualified but lacking in experience and knowledge of how to work with those who until now have never been able to get a job.

The importance and influence of these intermediates cannot be underestimated. They are the subject of the sixth phase of the strategy.

Personnel managers, too, need high support. They are usually rewarded by top management for their ability to screen people out of the corporate system; that is, people who do not measure up to company standards. If we are now to ask the personnel manager to screen people in, we must accordingly adjust his reward system. He should now get part of the reward or pay on how well he does the job of employing the disadvantaged.

The reward system is the likeliest motivational device to assure employment of the disadvantaged. This will be the case, however, only if the reward system is consistent both with top management policy and management's expectations of its personnel management, and these need to be in tune with each other.

In addition, the personnel manager needs continuous, visible support from top management as he refers the hard core unemployed person to the different departments of the company. The personnel manager's success depends on how the rest of the organization feels about his performance. They look to him for productive and qualified workers. When he sends people who are not fully qualified to them, they are critical and he begins to lose status and acceptance. The top management must supply tangible, visible support.

Need for Retraining

The gatekeepers must also be retrained. Not only must gatekeepers be retrained, but we may have to employ a different kind of gatekeeper if we are to successfully employ the hard core worker. For example, we ought seriously to consider using in plants and offices counselors or coaches who are tuned to the problems and needs of the disadvantaged, hard core unemployed, as well as to the needs and requirements of the company.

Similarly, training directors will more than likely need retraining in preparing the disadvantaged for employment. This will require that they return to the nuts and bolts of teaching the basic learning skills of reading, writing and arithmetic, plus training in human relations.

The foreman is the ultimate gatekeeper; that is, insofar as workers are concerned. Years ago someone talked about the foreman as being the man in the middle. He is still the man in the middle. He has the job of keeping his work unit productive, being cost and quality conscious. At the same time he is being asked to hire and train inexperienced people who adversely affect his productivity. Productivity is the basis of his reward. It is how he gets his brownie points. The reward is what makes the system run.

It is the relationship between the new worker, the foreman, and the people with whom the new person works that largely determines the productivity of the unit. The foreman is the key man. He especially needs and deserves high support as he works out these new and sometimes difficult relationships among his crew in order to carry out top management's policy. He needs visible management approval and a positive financial reward for successful relations in employing the disadvantaged, for the buck stops with him.

Must Protect Incentives

Strong emphasis is placed upon a reward system for management, whether it be personnel men or the foremen, or whom it may be, because at present the reward system works against employment of the disadvantaged worker. At the very minimum, the foreman and his crew need to be protected from losing their normal productivity incentive as marginal productive workers are introduced into the crews.

The foreman and other managers need to gain greater insight into race relations and the very real gaps which exist between impatient and militant youth and experienced leadership. It has been well demonstrated that one of the more effective forms of leadership needed now to work with young people who are disadvantaged and who are hostile to the system is a supportive type of leadership.

It should be a type of leadership which creates opportunity for advancement and for personal success, releases the potential in the individual, removes obstacles, and encourages growth of the individual. It is highly unlikely that the older patterns of authoritative leadership will create in these newcomers an affirmative response.

If we are to have successful experience for both the employee and the employer—and that is our aim—then we must improve both the job readiness and the survival capability of the individual. In this way the organization will have the time to increase the productivity of the individual and not lose momentum because of excessively high turnover.

By way of summarization, the persuasive strategy needs total commitment at every level of management. This seventh aspect of employment strategy is necessary to insure consistent and sustained support by the total organization in achieving the goal of employment of the disadvantaged.

Commitment consists of more than mere expression of support of employment of the hard core. Top management must let every person in the corporation know its attitude towards employment of the disadvantaged, including racial minorities. This attitude must be expressed frequently and directly.

Commitment, to be effective, must include planning for success, clear assignment of responsibility, accountability, and follow-up to assure that the policy is being carried out.

We cannot afford less than total commitment. The stakes are too high. Alternatives for our failure are unacceptable. This is not just an economic issue or problem; it is a test of the viability of our institutions.

To recapitulate the seven strategies for employment of the disadvantaged:

1. There must be a job throughout the program for which an individual is prepared to work.

2. A state of mind must be created among all people involved in the job readiness and employment efforts that the disadvantaged must be screened into the system and not out of it. The state of mind must be persuasive at all levels of conduct.

3. Success feeds on success; failure feeds on failure. The failure cycle can be broken by success, even a very small success, and success will be made easier with a support system.

4. People are different; therefore, programs for people must be tailored to individual needs.

5. Companies must openly face their individual differences to improve the job survival odds of their employees.

6. The gatekeepers must be retrained and redirected so that they will keep the gates open, rather than closed. Their reward system must be rearranged to encourage their keeping open the gates.

7. Total commitment means that everyone in the organization is committed to making this program work.

It is imperative that the way to the mainstream be open to all Americans now. Jobs in employment can make this goal a reality. This, then, is a part of the quiet revolution. If you are not already an active part of it, we solicit your participation.

CREATING NEW PLANTS IN NEW PLACES—

Highlights of a Panel Discussion

Moderator: MANUEL ARAGON, JR., Field Coordinator, Economic Development Administration, Los Angeles

HERBERT GREER, Vice President, Burnell-Nytronics, Inc., Laguna, New Mexico

ALGIE A. HENDRIX, Vice President, General Dynamics Corporation

JOHN E. TROUTMAN, President, Education and Training Technology Division, KDI Corporation

Excerpts from Remarks by Mr. Aragon

The introduction of a new plant facility to the community is a partnership and is expected to last for a long time. Some of you put up buildings in a new location to bring jobs to the community and to be the bread winner for the community. You are putting down a good piece of money that you are not going to get back for awhile, ten or 15 years, so I am sure that all of you in the industry have a careful and systematic way of approaching the problem of a new plant location or a new facility in some place other than where you are traditionally operating.

I would like to refer to the other side of the partnership, that is communities who often are anxious to get industry into town so they will bring new jobs and money into the community. They don't always stop to think what it is they want and who it is they are going to get.

You well know that there are many communities across the United States who have spent a great amount of money and human resources in trying to attract a new industry and plant, only to find they did not get what they had wanted, and didn't get what they thought they were getting.

This is not because of any ill will on the part of the industry or poor motives. It was simply the city fathers who put out some money and brought in the industry didn't really know what they had to do. When they had a prospect on the scene, they didn't really look at this man. One example that all of you are familiar with is the kind of rule of thumb that most city fathers give to their plant location people. That is, "We want good, clean modern industry that will bring in a lot of money and make as small a series of problems for us as possible,"—and they look for electronics or assemblers! That is what everyone looks for, but of course we know that the industry of tourism would be the most ideal, but it is a very expensive industry. You have got to put a lot into it. If you are going to generate any kind of tourism, you have got to put a lot of money down and make improvements that are going to help to bring tourists.

You have got to take into account that you generate a good tourist industry for six or seven months out of the year, maybe eight months out of the year, but they don't help you when you start getting your sick unemployment the other four or five months of the year. Those are obviously the kind of problems that communities don't stop to think about. This is because of their anxiety to bring jobs into the area.

I don't know how much of this the industry in question can help the community to resolve, but I would think that in the interest of a good solid partnership over the years, perhaps some industry location people would make sure that the city fathers, or whoever is doing the plant location, know what they are getting. There are going to be problems and I think they should know what they are going to get into and to know about people in the beginning, so the city can take the appropriate measures to take care of whatever facilities will be necessary, rather than be caught two or three years down the road, and find the city doesn't have the money to spend to handle the increase in volume being put out by this plant.

Excerpts from Remarks by Mr. Greer:

I want to say a very few words about what I think the creation of a new plant is. In the first place, most of us have heard from time to time certain observations of manufacturers who tell you that government and business don't mix. Let me quote from Washington's first address to Congress on January 8, 1790. "The safety and existence of a free people require that they should promote such manufactures as intended to render them independent of others for essential supply."

I think you will find as you go through the entire history of this nation, the complete expansion Westward was assisted by government actions. In some cases, perhaps, it was good. In other circumstances, I don't doubt that it did not improve the lot of many people in the West, such as the Indians.

My company came here in '62 and we dealt with the Pueblo of Laguna which lies about 40 miles west of Albuquerque right on Route 66. There was a question at that time that the Lagunas had to face. That was the development of the mining of uranium. The Lagunas were very fortunate, because they owned the land on which we had to operate uranium mines, and they had sufficient funds to establish manufacturing facilities. Our discussion with the Lagunas was that they would put up a plant on their own area, that is on the Pueblo of Laguna.

Pueblo of Laguna

The Pueblo of Laguna runs for about 25 miles between Rio Puerco and a little town past Laguna. They have about five communities within the Pueblo of Laguna, with a total population of about 4,000 people.

They had been doing mining, and this was the only enterprise that they had engaged in besides some work on the Santa Fe Railroad. As I said, the uranium began to drop off because the AEC had decided to cut back on uranium sales and they had to find employment.

We came in probably at a time which was ideal as far as our company was concerned. We manufacture filters, transformers, inductors, and other components and so on, and we had problems at our main office which was located at Westchester County in New York. Therefore, we did select the area of Laguna to handle our Southwestern and Western business. They put up a plant on their own reservation, if you want to call it that, and the plant was 40,000 square feet, very modern is scope, and it was built to our specific needs.

We agreed to pay for this plant within a period of 25 years, and we leased it with an option for an additional 25 years. We decided that the training period which would be required would take us some time, and it might be a good idea to do some training of the Laguna people.

We accordingly took a survey of about 86 persons at the Pueblo of Laguna, and these people were selected at random. This was the very first action that we took. I would like to make an additional comment, that when I filled the manual skills they are usually fine, regardless of speech and regardless of age. These people's hands tend to move very smoothly with a minimum of effort. In general, this type of hand mover will speed up to a high level of production, something which could not be hoped for when the quality of hand movement is reasonably poor.

One of the conclusions which we arrived at from the initial testing was what you are looking for are the kind of people who can do the kind of work provided the necessary training is provided. Then, during the course of this, you have to again provide the type of training which these people will understand and realize will fit them for additional occupations above the initial level of hiring.

Well, we did start hiring the people of the Pueblo of Laguna, through the assistance of the Bureau of Indian Affairs and the New Mexico Employment Commission—and I can assure you this, we put no limitations on age, on sex or on education. There was no such requirement because we realized that when you are dealing with deprived, disadvantaged persons, you must be prepared to take the people that you have. You can create what you are looking for, but it is entirely up to you to do this.

At any rate, the first group of 40 persons was selected by us with the assistance of the New Mexico Employment Security Commission. These people went into a training program that lasted four weeks, roughly, to operate assembly lines, solderers, and so forth to about, roughly, I think it was about three and a half months, for what we called electronic technicians.

Electronic Technicians

Now, the electronic technicians I'm talking about are not the perfect gentlemen that you gentlemen in the electronic field may know as technicians, but they were trained specifically to do a job. These people were hired on that basis with no view of getting to the top. We had no college graduates. I think we had one young lady who had one year of psychology at the university. This was our training force.

The majority of these people were not high school graduates. You will find as we go along dealing with the Indian people that you are dealing first with a homogeneous group of people. When I got there, initially, the attitude was, I think, one of very great suspicion. This was not on the part of the young, but on the part of the older people who lived in this area. "What do you want here; what are you doing here; what are you taking away; why are you putting up your building and so forth?" You will find as you go along with people in pueblos that you are dealing with a people who are very democratic.

If you have ever attended a meeting of the council, you will see this in about three seconds. There is another interesting facet, and that is there are things you do not understand, because these council sessions are conducted in the language of the people. At any rate, you can gather the people and once a decision is made by these people, you will find there is a unanimity of opinion.

After our training program was established in the community where we lived for most of the year and a half, where the building was going on —by the time we moved into our building at Mesita, which is one of the small villages in that part of the Pueblo of Laguna—we had a group of about 80 trained persons, so that we were able to train three separate and distinct groups of individuals in all of the occupations that we required.

All Manpower Utilized

Many of them who filled out the forms of the first testing by the New Mexico Employment Service were given jobs with us. In the form of maintenance, and janitorial, plastic pouring and so on, we utilized all the manpower which was available and which we required for our work. We have been there at Laguna in operation since April of 1963.

We have been in our building since about June of 1964. I can tell you this that the problems you will meet with the Indians are extremely close to the problems that you will meet with any group of workers anywhere in the United States. You will find that you will have many problems. There is no such thing as a perfect situation for industry, for you must create workers that you need. You must create the atmosphere that is so necessary. They have problems and it is up to you to help them to solve them.

You will hear stories of all kinds, such as, "Well, the Indians are not reliable." Well, all I have to say is our absentee record has run 2.5 percent over the last several years, which is as good as you are going to find in your own plant.

I asked for volunteers to go to the University of New Mexico to take mathematics and engineering, and I got 25 volunteers. This I think speaks extremely well for a group of people whom we consider to be deprived or disadvantaged. We went along on the basis that every one of our foremen would be a member of the Pueblo of Laguna. At this time, this is absolutely true. We have no foremen who are not members of the Pueblo of Laguna. We have four executives who were members of the Pueblo of Laguna, and I believe, gentlemen, the important thing to remember when you come into an area of the pueblos is that they are the same as we are. They look for the ability to advance themselves. You will remember that they have problems and that their problems are very similar to ours, and they need assistance and it is up to you to give it to them. If you will remember one thing above all: that they are not looking for charity, but they are prepared to do a job, I think you will find, when you do get into one of these Indian areas, your experience will be completely satisfactory and it does work.

Excerpts from Remarks by Mr. Hendrix

I certainly want to agree with Mr. Aragon on the idea that when you're opening a new plant in a new place, it takes more than the employer to do it. He used several words, team effort, unit effort, and I agree with them. It takes a joint effort, and that was proven to be very important in each of the 14 of these operations that we have had a little bit of experience with.

Some of these programs have been conducted solely by the company, purely as a company effort, and some of them have been, as Mr. Greer pointed out, by a joint effort with a group like the Navajos or some other group, such as Federal, local, and other government agencies. We have had them both ways and they both at times have worked.

The two programs that I want to talk about today are primarily concerned with the Mexican Americans and American Indians and Negroes.

In late March of this year, General Dynamics opened the San Antonio, Texas, facility. The first effort was to call the program a Federal Job Development test program.

This particular program was coordinated by the United States Department of Commerce, and we have worked with them and the Chamber of Commerce in San Antonio, and a number of other government agencies including the Department of Labor. But the cost of establishing this facility and providing for it has been shared by General Dynamics and the Federal government. It was all General Dynamics up until last week when we finally received the first payment as an assist on the training. All of the operations, including those that employ disadvantaged people, must be economically self-sufficient. We are a publicly owned company, and we feel that the operation must be economically sound.

We expect each facility to carry its own weight, and our experience with the hard core plants indicates they will be successful in doing this. This emphasis on economic feasibility means that we consider the same factors for the inspection of the plant as we do for any location. But, they are few, and there are a few additional considerations when you are locating a hard core facility, such as public transportation and so on.

Now, we want all of our employees to be part of a profitable organization, and we want them to be proud of this affiliation, and we want them to know that we consider them first-class citizens first, and first-class employees also.

The San Antonio plant has excellent location. It is right smack in the middle of the ghetto, it has good layout, and we feel has nice persons. The employees have separate classrooms for additional phases of skills training both in metal and woodworking, and these are well-equipped facilities, and have proven to be very effective.

The managing boss is a Mexican American. More than 200 people from among the hard core unemployed in San Antonio will be engaged in manufacturing work. Most of the work is in support of the F-111 variable swift aircraft now in production. Factory operations in this 52,000 square feet building include hand and pen mounting of the F-111 parts bench, assembly, and equipment, and sorting and repair.

Depends on People

The economic success of such an operation depends 100 percent on people—individual human beings. We feel that there must be emphasis on the individual as to his own particular skills, and his own particular ambitions.

Candidates for this particular program are selected under the Concentrated Employment Program, which is non-profit, funded by the U.S. Department of Labor. All of them are selected from the depressed neighborhoods and most of them are Mexican Americans and Negroes. However, one of them happens to be an American Indian. They located and interviewed and indoctrinated these into a six-week training program. Their efforts are conducted under a program they call the Neighborhood Impact Program. They call themselves "Nippers" and they are very effective, and we feel their efforts have been successful.

Besides motivating the people to get into the program, they help keep them in the program by giving them moral support.

The trainees selected by General Dynamics from the skilled training program become full-fledged employees, in either wood or metal work, which is followed by 20 weeks of on-the-job training, and later by advanced training if they demonstrate the interest and ability, and many of them do.

In opening this facility, we had to forget all about our past and usual techniques in supervising new employees, and training them. In these operations we try to evaluate what the prospective employee will do, what his desires are, and try to look at what he will do today and tomorrow, rather than as in the past, what he did yesterday or last year.

Now, the training is geared to the individual. We try to push this at every point. Our approach in San Antonio and other places is opposite of what we did in the U.S. school system where the training is geared to the poor students. We encouraged the individual to set his own pace and go through the training program as fast as he is able to. In San Antonio our training called for ten weeks of skilled training before the employees were moved into production. The trainees, almost all of whom have been on welfare for a year or more prior to employment, have completed a ten-week training program successfully. Many of them did so in as little as eight weeks and a few of them did so in as short a period as six weeks. Only one has been discharged for unsatisfactory work after he had completed the training program.

Dealing with Individuals

The turnover rate has been lower than predicted or anticipated. The one point that we emphasize is that we are dealing with an individual and not with an ethnic group. We look on each trainee as an individual, one guy, one gal at a time, and try to give each person individual training, individual coaching, and individual awards. Our company policy is to give these people a lot of assistance in the early days, but to get them on their own as soon as possible.

We have tried to create incentive to make them want to stay on the job and be present and on time. An example of this is that to qualify for retirement plans, or to qualify for the stock savings plans and all of these kinds of plans, we have all of these employees qualify for this by the days of work, which in turn is incentive to be present and not absent. We look for ability, and incentive by individual treatment. The employee receives wages while in training and upon completion, automatic increases in on-the-job training and merit thereafter. There are no automatic increases after they get fully trained. From then on it is on an individual merit basis. They have the same training benefits available as our other employees and such things as hospital insurance, stock savings plan, paid vacation, and holidays.

This brings us to another important point. Since we treat these employees as first-class employees, we expect that they will be first-class employees. If they aren't they will be treated just as any other employee will be treated. They have to produce to stay on the job. The story of San Antonio is one of continuous progress. Three weeks after operations began, they began supplying and continued to supply quality products. The work turned out has been very satisfactory. Three months after operations began, 115 of 200 trainees have been hired and we expect to complete the skilled training for 200 employees by November of this year. The overall training and production progress has exceeded our expectations. What is even more meaningful to the individual is such things as how long it takes them to move on their own ability, and as I told you, a great many of the employees have accomplished their training ahead of schedule and have been placed on accomplishment and individual merit. One of the three present factory foremen was a member of the first class.

Real Economic Progress

Other results which I think are very meaningful and mentionable: In this group we have two new owners of homes. Keep in mind all of these people came off welfare and I know that some of them were on welfare as long as ten years. We have several new owners of cars, and I might say this is a most amazing thing. We set up a little parking space and some of our facilities were over-crowded with parking. We had to provide a larger parking lot.

Apparently, one of the first things they buy is a car, and then the second thing is a color television, but now two of them already have moved up to homes. One of the things I am very proud of is that we have 100 percent purchase of U.S. bonds. Now, we have 106,000 people in the company and we have been able to get 94 percent bond-participation which we are very happy about, and this, again, is done by a group of welfare people. You can see that they have gone from receivers to distributors. These are people who have not had meaningful jobs before. Employment and motivation have been good. The drop out rate is a low 15 percent, and from where we started we consider this good. These people are very proud of where they work, and we have an open house where they can bring their friends and families in and show them where they work.

When we talk, as we are doing here today, about the special groups of people, we have to realize that these are individuals who were disadvantaged and the ones that did not conform to the stereotype we hear so much about. We have found this to be true, not only in San Antonio, but in other locations including our Navajo facility at Window Rock, Arizona, where we have over 100 Navajos now engaged in electric fabrication and assembly, and our experience has been very similar to yours, Mr. Greer.

Let me tell you what we were told and what was predicted when we started to go into the Navajo reservation. I have just taken four or five generalizations that I have heard a million times, and I am sure you have. I have tried to put down what we have found. These are some of the generalizations:

Response to Training Good

Indians respond very slowly to training. How many times have you heard that? With our Navajos, at least, their interest and learning are on a par or better with education comparable to ours, and we found that the dexterity of the Navajos enables them to produce more rapidly than other minority groups. Navajos are too traditional to compete in modern society or modern industry. We find that most current-generation Navajos have become acquainted with modern living by visiting other Indians in cities, and they did have the desire to upgrade their economy to modern standards, and they do understand what these standards are.

Another generalization: Navajos do not communicate readily, therefore, they are not dependable. Well, we found that while successful communication in some instances requires extra effort, and patience, such added efforts do result in a strong degree of work and dedication to their job and we find it is worth the extra effort.

Another generalization: Indians are too idealistic to be motivated by the same factors as other groups. We have found that Navajo employees are pretty much motivated by such factors as job satisfaction, and particularly security economics, about the same as any other working group.

Another generalization: Navajos don't make good supervisors because by custom they are hesitant to criticize their own people. We found that the Navajo supervisor is likely to refrain from direct criticism of a worker, but he gets action. He is more inclined to move toward chief corrective actions, and we have some good Navajo supervisors and they do get the work out.

In San Antonio and the other places, we found the same things to be true. Many of us have been told and we read that disadvantaged people, whether you are talking about Indians, Mexican Americans, Negroes, or what, are suspicious. They don't expect anyone's help, they are hypersensitive to criticism, and they are lazy and so on and so on. We found that some disadvantaged groups do have some of these characteristics, part of the time, and so do Anglos and other groups.

Each person needs individual training, individual coaching, and individual award. This is what we are endeavoring to do, and we find it is working so far. We are trying to evaluate each person one at a time— deemphasizing what he has done in the past for whatever reason. We are more interested in what the individual wants to do today and tomorrow, and what he can do and, most important, what he will do.

We believe that the individual desires to be trained and be able to develop his abilities. General Dynamics' fastest-growing asset is the people, and this certainly includes those whose birth may have made them a member of a minority group.

Excerpts from Remarks by Mr. Troutman:

It is my pleasure to discuss with you a new concept we have been working on for some time relative to this matter of building new plants in new areas.

Perhaps the time has come or is long overdue when we must look at these things in terms of long-term objectives, and at the same time to see how these present kinds of problems can be fitted into these programs. It is very important to provide jobs.

This, I think, is very important. I think these programs should be started and I think they should be funded and I think they are going to do a lot of good. But, we say this: What will come forth on this thing? Will these people be taken in on a temporary basis? Will they be given an opportunity to progress through the organization, or will they be left to move into the first job and then this will be the end of the line for them? I think that anyone of you who has had the privilege of attending conferences like this, and has talked with your own people, knows that the evidence admits very frankly now that the present system, the Establishment as it has been called, has not been geared up to stop these people running around looking for a job and, instead, take them into their organization.

We are currently negotiating for a facility in the Washington area. We are proposing a five-phase program and I might mention that all of these five phases are due to go on concurrently as a developmental thing. A five-year development of a unit of this kind in the future calls for Phase One being the training of the personnel in the actual facility. This will be a plant which will be established, as I mentioned before, in the ghetto area. In this particular case we are going to subcontract work from other districts. This is basically in the electrical area, with electrical cables, printed circuit boards, and things of this kind.

Train for Business

Phase Two is that of training people for small businesses in the area. It serves two purposes, to increase effectiveness where you are training more people with your equipment and to provide the opportunity for the employees to move up through the organization to go to work for various employers.

Phase Three is that of providing opportunity for people to leave the organization as presently programmed after from 18 months to two years to set up their own business. At that time in the plant, we can assist an employee in his market surveys and we can assist him in selecting and training his own personnel who may very well come from the plant. We can also provide him with the necessary funds to set up his own shop. This is important because a lot of these disadvantaged people as you know are not able to obtain loans on their own. So what we have tried to do is to talk with the various organizations that would be directly involved once this kind of establishment was put together. We have talked about the local banks. Other funding organizations would be willing to come and work with us once we got this facility in the air to see what it will do.

Phase Four is the training of personnel in the offices from the various plateaus which are generally located in the suburban areas around the metropolitan areas like Washington.

Phase Five is very much of interest to the people in the communities, actually, the plant ownership. We are saying we can improve the equity capital to provide the physical plant and equipment in it as soon as possible and begin to work together to try to develop a purchase plan for the employees to obtain a place in it. This is a tremendous motivational factor. The people in the community, whether urban or rural, are a part of putting this thing together and ultimately will acquire the majority ownership. When acquired it is also important to have participation by all the community groups and of the small businessman working in the organization. We have made allowances for the small businessman himself or others who want to buy a portion of this particular organization. There is a stock operation in the plant for the disadvantaged employees.

'Piece of the Action'

We think this is very important. People keep talking about the drop out rate and we have long conferences with people about this and they feel if they had a piece of the action, as they call it, this would tend to provide the longevity that the employer needs in keeping his employees on the job. If we sold stock at its initially issued price, that would be a good thing. The stock would remain level and in a case like this the plant would have sufficient employees to turn out the products at a profit. The profit would be retained by the corporation and would not be retained by KDI.

We had 550 hard core disadvantaged; 250 were absorbed into this operation during the first year.

I might mention here before I go any further that we have no restriction on the position into which these people go. We have opened up every job in this plant to the hard core people. We have developed some 17 fields of activity in the plant and 158 job-skilled leaders.

We have talked with quite a few organizations in the area who have training programs going on. We are going to take people who have graduated and even, in some cases, just improved. Incidentally, we are just going to use hard core people in these positions.

We are offering an integrated work program. These people are trained only to the levels that are actually required to do their first job.

We have developed techniques for helping them decide what jobs they would like to go into. They are given testing, not formal testing as is usually thought of at the present time, but testing in the sense of trying to place them in the jobs that we think they would be suited in. We give them two weeks of indoctrination. We have allowed them 90 days for a particular job and give them an opportunity to actually get a handhold on a situation. We allow them to make a change into another job if they feel they are not successfully placed.

We feel that all of these techniques we have been developing are very important. We feel that they are all the kind of thing that is beneficial.

Let's talk a little about additional motivation. As I said, when we developed this concept, we talked with all of the people who would be involved, the businessmen and the Federal government, the local government, community people and ghetto people. As I mentioned before, we feel we have reflected into this design all of the things which were important to these people.

Child Care Center

For example, the child care center would be a part of the plant. There have been some excellent national surveys made in which substantial ghetto men and women were interviewed who were not interested in coming to work in a company and about 75 percent said that if they had decent child care centers available, and they wouldn't have to drive too many blocks, they would be more than happy to go to work.

As I said before, we researched this local community and the people again unanimously said that a child care center was very important. So, we have included this as a part of our facility. This, as I said before, is a totally related environment, and the child care centers are working very closely with the rest of the plant.

We have offered medical and dental services as part of the plant operation. Now, this is not to say that there will be long, lengthy treatments. The point is that a lot of these people need some good physical examinations, apparently every year. So we are providing the facilities here.

Here professional care would be made available if so desired. The hospitals in the community are important, and that is where the bulk of the long-term medical and dental things would be taken care of. This is the day-to-day kind of examination thing, and they have the knowledge that they can have care in the plant if they want it.

You can read the opinions of the disadvantaged peoples where they say that they don't have a chance for a decent meal in the morning. We feel this is a very important part of the food service facility. For the first shift, this kind of thing is open at lunchtime to allow those who want to work in the resources center additional training over and above that which they would receive. We are planning to offer the food service at cost. This is what we are hoping to do. In other words, the actual costs would be paid by the employers. This would give them some assistance, making it a part of their actual salary.

There is actual training going on in these child care centers, child care aids, educational aids, this kind of thing.

SOURCES OF FUNDS FOR TRAINING PROGRAMS—

Highlights of a Panel Discussion

Moderator: ALBERT CRUZ, Manpower Research Analyst, Department of Labor

CLARENCE ACOYA, Executive Director, New Mexico Commission on Indian Affairs

HERMAN GALLEGOS, Consultant, Ford Foundation

Excerpts from Remarks by Mr. Acoya:

There are approximately 65,000 Indians in the state of New Mexico. We have 19 Indian pueblos, two Apache tribes, the Mescalero and the Jicarillas, and the Navajo people.

There are certain Federal agencies that the Indian people use for help and the Bureau of Indian Affairs through the Department of Interior has always been responsible for the usual process of getting funds.

However, now, the Indians are beginning to take this upon themselves, to try to go ahead and implement programs on their own through the various agencies of the Federal government.

I believe that one of the forerunners in terms of development, industrial development, as well as funds for Indian people has been the Santa Fe Railroad. As a matter of fact I had three uncles that worked for the Santa Fe Railroad.

The railroad came through this part of the country about April, 1880. The first people that were employed by the railroad were the Santa Domingo pueblo people. At that time they used steam engines and they had this water hole and the railroad, of course, came right through this pueblo. It would stop and these people would line up and put water into the tanks of these trains.

Well, this is as far back as 1879. Of course, at this particular time, too, the railroad went through the Laguna pueblo, and the company paid the pueblo for the right of way through there, something like $17,000. Of course, this was a great deal of money at that time. Today the railroad still has that right of way and while they stop at Laguna they proceeded to do the same thing. They hired the people and they asked to use the water there that the pueblo had.

The pueblo wanted their people to be hired by the Santa Fe Railroad. As a result we still have sort of a gentlemen's agreement with the railroad where a man serves apprenticeship and then is placed automatically on the job. And for the last approximately 70 years or 80 years, this thing has been going on and today we have a colony of Laguna people at Gallup, at Winslow, at Barstow, California, and Richmond, California as a result of this gentlemen's agreement which came about back about 1880. Today we find that the Santa Fe Railroad has employed approximately 1,800 or 2,000 Indians. These people come from the various pueblos in the state of New Mexico and they come from the Navajo country, the Hopi, the Acoma, and some of the other Arizona Indians.

So, when you look at this kind of thing, private industry has always been involved in regard to Indian association or development of employment for the Indian people. And today, yearly, the Santa Fe Railroad has paid something like $4.5 million in benefits and wages to these people. Since 1944, I understand that $150 million has been paid in benefits and wages to the Indian people that the Santa Fe Railroad has hired or has had on its payroll.

These kinds of things are not really publicized, or people just don't know about them, and I think we need to get out and tell the public about some of these things. We have a good many permanent programs.

We have several means of financing programs through the Federal government. The Burnell Electronics Company, which is at Laguna pueblo, and the Philco Ford Corporation at Madera, California have contracts through the Bureau of Indian Affairs as training programs, and we have Thiokol Corporation at Roswell, New Mexico which also trains Indians today. So some of these programs have been taken advantage of by these corporations, and I think they are working out real well.

Today we find that there is a program called the American Indian Industrial Development. Basically, this program serves as an on-the-job training program where it creates employment opportunity for the people and development of industry on or near the Indian reservations. If corporations are interested in this type of program, then it is necessary that they contact either the Bureau of Indian Affairs or a pueblo or tribe that would be interested.

It is very necessary that the corporations or the people that are interested talk to the governor first or to the tribal chairman. This is the route I think most people are taking now, where before many of them were going through the Bureau of Indian Affairs. I think the Bureau's policies have been changed to the point where they would like to see the Indian take the initiative. I think this is a very fine attitude on the part of the Bureau, because they're beginning to give these people an opportunity to make mistakes on their own.

Under this program also there is money available for specialized assistance in financing, real estate and planning, engineering and a plant layout. I believe that the people or the corporations that have taken advantage of some of these programs, jointly with the Indian people and the Bureau of Indian Affairs, have profited to the extent that they have done very well in terms of training the people that are involved.

Indian Vocational Job Training

As far as eligibility goes, any private or nonprofit organization is eligible. In other words, any corporation that is interested can contact these people and begin to get the ball rolling.

Another program that many of the Indian people and the corporations have taken advantage of is called the American Indian Vocational Job Training. This is an occupational training for Indians through public or private institutions. This comes under the Manpower Development Training Act of 1962, and much of this is handled through MDTA. Under this program training allowances are usually paid up to 54 weeks covering subsistence, transportation and all of the necessities in terms of training that go into this type of a program. Now, any corporation is eligible in this state and, of course, as far as the Indians go, the Indians that would be eligible are those that meet the criteria of being Indians and at the same time are unemployed and live at, on, or near the reservation.

Bureau of Indian Affairs

Usually, most of this information could be gotten through the Bureau of Indian Affairs, because it's directly involved in these programs, or the State Employment Security Commission. These people would be in a position to give you all the necessary information with regard to some of the training programs and sources of money that could be made available.

Another source that many use is the adult vocational training of American Indians. In this case, the grant or assistance is made to the adult Indian people and this helps them obtain reasonable and satisfactory employment. In other words, some of these people have really never had the opportunity to get out and get a good job, so what happens in this case is that there is money available so that they could be retrained or that their education could be raised to the point where they can begin to do something for themselves in terms of finding a job. This is primarily an OJT type of a program, and it goes for 24 months. This program covers transportation cost, subsistence incurred in the course of training, institutional and other related costs. Eligibility in this case would be very much the same, I think. Any corporation that is interested could apply for this type of thing. The administrative aid in this case would be the Department of Labor.

Another program is directed to employment assistance. People who fall into this category have to voluntarily apply. In other words, these Indians would have to be willing to get off the reservation. This is one means of getting these people away so that they can begin to reap the benefits of, in this case at least, a better type of living than what they are used to.

This program provides assistance in counseling of selection of relocation sites. In other words if they have to relocate from, say, Santo Domingo and go to Chicago, or to Los Angeles, this money is available also. Financial assistance includes all of the necessities, transportation, housing, and so forth. It is administered through the United States Department of Labor.

Public Health Training

One other program is Public Health Training and the American Indians. Usually all of the monetary support comes from the Public Health Service, Division of Indian Health. The programs that they have, generally, are right in the hospitals or within their own agencies, so that they leave private industry out. But I believe that there are subcontracts that are usually made with regard to some of the other areas that need to be touched upon where the training is concerned. The agency that is handling this is the United States Public Health Service.

Now, I will give you an example. Back in 1963, we negotiated with the Burnell Corporation out of New York, and the Laguna people said they would like to have a plant at Laguna. They were willing to put up some money, were willing to build a building if they would come to Laguna and train our people as well as provide jobs for them. The corporation said fine, we'll come out.

Laguna has been fortunate in having some money. We have a uranium mine up there which is operated by Anaconda, and, we have had occasion to receive as much as possibly $600,000 a month from this at one time, at the peak of production. Well, what happened in this case was that the pueblos put up $485,000 and loaned the corporation this money for machinery, operations, buildings, so that they could get started out there. They built a building for $455,000 and tailor-made the whole thing for the corporation's use. Then the Bureau of Indian Affairs came in and drew an A.R.A. which is now the E.A.B., and made provisions for the training of these people. Then the state came in, too, with the Employment Security Commission and the State Vocational Department. So all of these people, or the agencies, became involved and they coordinated along the lines so that the benefit of training was received by the Indian people. Today, we have approximately 153 people working in this plant, and they keep up the training as they go along.

Excerpts from Remarks by Mr. Gallegos:

The topic of the sources of funds available has raised questions in my mind of how many or what kind of training programs, specifically, we are interested in. It seems to me that in talking about this, there may be some differences in strategy as regards to urban problems and rural problems. And I am not sure that I can make that clear a distinction as to what programs are necessarily the key to rural areas, or more important for urban areas. The whole question of equation of jobs in rural areas may be slightly different than the problem of equating the job in the city and the kind of assistance that is available. In each instance it may vary from region to region or area to area.

I will not attempt to catalogue the numerous Federal programs that are available. You are familiar with all or most of them. What I am going to talk about are some of the issues involved in this question of what we do or what we should keep in mind when we go after funding for programs. I think there are some very serious issues and questions we are not thinking about or addressing ourselves to when we pursue the development and implementation of training programs.

The period of 1962 through 1964 was really a period of assessing by the Department of Labor. MDTA was really an attempt to try to bring about some implementation, to put some meat on the bones of the full security act, trying to make sure that people who wanted to work and who were able to work were helped to move into jobs. The MDTA program was also a reflection of commitments of this country to try to increase the availability of skilled manpower or jobs. This, of course, was due to a large amount of pressures by the Federal government for compliance in the non-discrimination programs, of which there are many. And, of course, it also reflected the interests of industry and labor to try at least to make some beginning inroads into how we could solve this program of matching men with the job.

Experimental Programs

Immediately following passage of the MDTA act we went through a very intensive period of experimental and demonstration programs. These included the Harvey Act program, and the community project incorporated in New Haven. There were substantial doses of Ford Foundation money and money from the President's Committee on Youth, Crime and Delinquency, and the Department of Labor.

There were programs in Boston, the ABCD program; in Chicago, the job program; in San Francisco, the Youth Opportunity Program, which was apparently the forerunner of many of the programs under the EEOC, and the Watts up-bound program in L.A.

I don't think that we could point to these programs as being terribly successful in terms of the numbers of placements. I think they were valuable in terms of what we have learned from them. They were very deficient, and they were almost a total failure because we found that the hard core disadvantaged people needed more than just MDTA, but then that's the purpose of experimental demonstration programs. We are so often success-oriented we think that every program has to have 100 percent success, and we are not willing to accept failure. When we see the fantastic cost of what happens when one missile blows up on the pad, we kind of accept it. The fact is that $10 or $20 million went up in smoke and yet what we spend for experimental demonstration programs is really very small when you consider what we invest in experimenting with human welfare. I think the price is very cheap in terms of the billions that we spend in the missiles as compared to the few millions we spent on the human programs in the early '60's.

We found that perhaps the most significant aspect of the E.N.D. programs was to provide a whole new rearrangement of relationship between the Federal government and the private sector, the subcontract relation to private corporations. In that particular area it was very difficult to get private employers, for example, to think of participation in OJT programs. They didn't want to be chained with the paper work involved in the bureaucracy of getting low subsidies which weren't really very much and still aren't very much money.

Many communities, in so-called progressive cities, had very poor records in terms of the early OJT experience, primarily because of the resistance to the concept of getting involved in these kinds of Federal contracts. Granted we were just groping our way and maybe there was a lot of bureaucracy tied up with it.

Then, of course, there was the passage of the OEO Act and we found that there was a tremendous number of new programs funded through poverty programs, all geared to try to prepare young men for the world of work.

Of course, here again, these programs were, and are, in-school and out-of-school programs designed to improve employability. In many respects, I am not sure but that some of these programs, particularly some of the crash summer programs, were more for devising a way of giving money to kids in a dignified way. I am not so sure that they are really providing the kind of work skill that the kids need to really learn how to work. In many respects kids are not learning what they should and there are various difficulties in getting these programs, particularly with the quality of counseling and supervision that they can get. It limits the kind of opportunities of the work that they can get, and it is certainly not going to be working as plumbers or carpenters. I am not satisfied that we have gotten all that we should out of these N.Y.C. programs.

Crash Summer Programs

In many cases, crash summer programs have resulted in very, very poor supervision of these kids. I am not sure that they are really learning the best work habits with the kind of jobs that they are given to do. There are some good examples, and I think again when we have had a little more experience with N.Y.C. we will try to be a little more flexible. Certainly five or ten years from now the N.Y.C. program will not be the same kind of program that it was in '64 or '65. There are already changes being made. Changes are important to these programs. We have a right to be critical of them, but we also have to be prepared to make some constructive suggestions for changes.

There are a variety of other programs, such as study programs, which help the college-bound youngsters, and welfare programs, which I feel should have been transferred into the Department of Labor, not put in the welfare agencies, because it is signifying welfare to citizens who are already receiving help from them.

We have more recently seen a whole new design of contractual relationships between the Federal government and private corporations, involving, particularly, minority organizations such as Reverand Sullivan's group, the industrial community program of Philadelphia and the West Coast and elsewhere. Certainly the break-through of the funding of Project SER in helping Mexican Americans was an important step in the right direction. When we talk about training, it's hard to be very specific, because it's so broad, the N.D.A. funds, for example, and the training, all have a part in upgrading the quality of existing personnel.

Aid to Senior Citizens

There are programs for senior citizens. So the list goes on and on and on. And more recently we have such programs in new careers, primarily in the public sector. We now see more of a shift towards careers in the private sector.

There is a new careers program in San Francisco which is very unique in that the new careers program falls in the private agencies, hospitals, special agencies, and not just in the public sector. I think it is the only one of its kind in the country, just a recent one. Now, of course the private employers are seeking a closer relationship with labor programs to place people in jobs.

Then, of course, we have the National Alliance for Business beginning its work and at first I thought they were going to be involved in presenting a proliferation of labor training programs and employment programs. But it looks like in time they may become involved in direct service programs and in an operating program.

There is a large variety in the style in which corporations in the minority communities are set up. I think that we are going to be in real trouble if we don't start assessing and evaluating these efforts at the local level. Certainly, Washington can anticipate the needs nationally and project funds and programs in some design and structure of what kind of output we expect as a result of the funding. But there is no doubt in community after community there is now a proliferation of services. Corporations are being hit by dozens of groups. In Phoenix, there are some 37 organizations which have something to do with the job market. In the areas like San Francisco, for example, until recently there was a competition between the Chamber of Commerce and the NAB and the area Management Council. There are groups such as the Urban League that also have their own programs. And this seems to me a danger sign.

Either we are going to wear out the welcome mat to the private sector, or we are going to be missing some important assets if we don't find out where we are and how effective these programs are. I think they are just adding programs to communities when there is no quality about what we bring into these programs. We have to be clear as to what it is we want to do in terms of programs. We want to reach the hard core disadvantaged people, and yet in community after community there is no tangible fact of how many such people there are, where they are located, who they are, and I am not sure whether we are talking about something different in between, whether we are talking about injured workers, whether we are talking about unemployed or underskilled people, whether we are talking about the teenage market, whether we are talking about the older worker, women and so on. I think we need to do much more planning on the local level. We need to find out who we are reaching and who needs to be served. I think that we have to be very careful about the kind of competition that is developing over these programs. I think competition has got to be good. But what I see happening, particularly in the minority groups, is an intense fighting over the available money. In one case, the Mexican Americans ended up picketing the leadership of the black community who are in control of the poverty program in the community.

Name of the Game

In other places where black power has taken over the rural programs, they have cut out the Mexican Americans and Indians, and said to the Mexicans, if you want it you have to wrest it from us. This is the name of the game. We are a power-oriented society, where special interest is the name of the game. I am not so sure that we wouldn't all be better served by coalition rather than this kind of play. And similarly, I have seen Mexican American organizations, for example, who have cut out the interest of the American Indians who are off the reservation, or where Negroes are in the minority and Mexicans are trying to get all they can and apply the same formula. Now some business groups are coming into the community and feel that they have the opportunity to be the brokers of the community.

I think we need to be very critical about these jobs, whether they are effective or not. Are they providing the kind of linkages of the latter programs? I see programs being funded in a given city, even where the geography is very small, and people who have maybe completed some basic education programs and then have to try to struggle to find their way to a program, in spite of the fact that the employment services have decentralized their services to do more outreach. In opening the job development programs we find the client now going to the employment service or the poverty programs or some other program and he now has to go to a few more agencies to find his way than he did before.

Social Service Exchange

Seemingly, we have to do much more in terms of data and inventory about who people are. They are seeking work and we have to find out where the duplication is. For example, some years ago in the social welfare system in the local communities, there used to be a social services center. Anytime a person went to the Red Cross they called a social service exchange and tried to find if this person had applied at any other agency. And sure enough this guy probably went to the Salvation Army and Catholic Charities or the Girl Scouts or something else. That was dropped from the community because it was wrong to keep a public roll of the recipients. It was degrading to people, and maybe it is, but in terms of serving people I think we may have to devise some confidential kind of screening mechanism to make sure that people who are being pushed around from place to place do not fall through the cracks.

It seems to me that we are spending much too much time trying to change individuals and not institutions. And the basic reason is in our labor market. I think these programs in many respects are My Fair Lady programs and are designed to change individuals, constantly trying to get them to swing into the existing way in which we do business instead of looking at the question of the rough records. We are still overbearing on the matter of arrest records continuing to force people to pay their debts to society, when naturally they have paid it.

Are we becoming over-credentialed in our society, placing overemphasis on credentials so that the young man who has dropped out of high school is no longer looked upon as a self-made man, but is looked upon as a delinquent or a flunky? He is not a Horatio Alger anymore. We feel that everybody has to have a credential. We seem to be going more and more in that direction and doom forever those who have dropped out of school.

Of course, we still have the job of discrimination and prejudice and we shouldn't kid ourselves about that. And I think we have to do more about that. We have to do more about the question of housing access and availability in relationship to jobs. Particularly since the Supreme Court decision against discrimination on housing, I think we are going to see a class discrimination and you are not going to find very many low income housing programs in the suburbs. What good is it to have open occupancy in the suburbs and have people who can't afford to live there? I think we are going to have to find ways to have cities buy housing in the suburbs and build housing in cities. We have to take the responsibility for developing housing in the suburbs in close access to where the jobs are now, where jobs are shifting from urban centers to suburban areas.

Causes of Concern

I think we have to do more about the question of testing. And training. I think we also have to recognize the fact that there are a lot of people in the labor market who are not going to make it without either heavy subsidies or income transfer programs with guaranteed family income and family allowance. We are going to have to do something about the aged, those still being rejected because of age, the severely handicapped, kids with very young children, whether they are illegitimate or not. We must be concerned about giving children the right to start in life and not forcing them off the roll just because we don't want to support them. I think we are going to have to pay the price if we end up doing a sloppy job on passing judgment on people's morals. I don't agree that people should stay on welfare if they can work. At the same time, I am very concerned that many children are already starting school with a bad start, because they haven't had the right kind of nourishment, housing, and security of the family. I think that if we tend to break up families, we are going to be headed for real trouble.

There is a question of teenagers. I think we need to really look at what we are doing in moving youngsters into the world of work. I think we are very satisfied about the current employment policies of the whole country. We think that it is not bad, and yet in the ghetto, in the Mexican American areas and the Indian areas, we find that unemployment hits the pocket of 10 or 12 or 18 percent or more. I think we have to look at what kind of training we want. I think we have to look at providing people with the managerial skills so as they develop minority entrepreneurship they have the skills to make these programs work. I think we have to look at the new career jobs in the private sector to find out ways in which corporations tend to deal with the silent minority of the Southwest, the American Indians. I was very impressed that Humble Oil gave $50,000 to the Negro. I would like to see them give $50,000 to the American Indian and $50,000 to the Mexican Americans. I say this is sharing of the equality. I think the problem is, and I am not being unfair to the black community when I say this, that when there is a riot in New Jersey the corporation people in California get very concerned, but the Mexicans are not grouped nationally and the results are they are not going to get that kind of attention. And I know that there is a concern about the question of riots and Negroes, and I think corporations have to be concerned.

$300 Million Investment

I was talking to one man in a huge company in San Francisco last week and he was telling me that they had something like $300 million invested in equipment right in a minority neighborhood. I was wondering why he was so active in all of this and I thought maybe he was getting some brownie points from the company and he said, look, it was a matter of self-interest. He said that if this thing blows up there goes all of our equipment.

But, I think we really have to look at the question of how we are dealing with the silent minority, because what we are saying to them is you have to riot and you have to bust our windows before we pay attention and that just maybe in the long run is what will have to happen. I have just come in from Phoenix where I was visiting with some students who were telling us about the young kids in junior high school. The Mexican American kids were saying, "Burn baby burn." When Governor Reagan was threatened with a fire bomb by two Negro youths, I said, well, that just brought another $50 million into the Negro community. I think that this, unfortunately, is the way in which some people react. They don't act yet out of the fact that it is right and they have to do something about the problems of the black minority. They do it out of the threats to their own self-interest. But I guess that is the way it is going to have to be for a while.

Need for Innovations

I think we are going to have to get more innovations in terms of throwing these tests out the window. In some areas in San Francisco where they needed cable splicers there were a group of 45 men who had failed the test to be employed in that job. They were employed and they did as well as the 45 men who had passed the test. So again I think we are going to have to take a look at what groups we are going to have. We talk about whom should we reach. I don't think we are doing that type of planning. We hear about a new program, we immediately grind out controls and go shopping for it and bring it in to the community and decide that maybe it is good for us. Well, I wonder if that kind of planning is really going to solve our problem.

The whole problem of hard core disadvantaged needs very serious evaluation. In some communities you have people, lots of minority people, who are earning $4,500 a year, who don't qualify for the $3,000 income bracket, and yet the gap between the $4,500 and those earning $10,000 is rather great. The business of the deprived really needs evaluation, by regions, by areas, by rural areas. There seems to me that there are new groups over the country that are very concerned about this. I think the efforts by the NAACP are trying to do some planning in the job areas of great planning. We would like to encourage that and also the work of the urban coalition over the country where they have over 33 coalitions now in the states. Hopefully, maybe, by the end of this year they will have 100, where they are working very cooperatively with the NAB. They have task forces on education, employment, housing, and so on. In the city of Riverside, the urban coalition succeeded in setting up the jobs council, like the NAB. In L.A., the urban coalition has done fine work in the unemployment area. The urban coalition is making this kind of a start to bring into the coalition all interests, and we should encourage this kind of coalition.

I am concerned that the society has shades in between. If all we are concerned about is justice for white people and for black people, we are forgetting the Filipinos and the Puerto Ricans, the Mexican Americans and other people, and also the poor whites. I am saying that we have got to begin to put some real sense of judgment as to how we are going to go about this program throughout our country.

I think the Model Cities Program may provide some opportunity for doing planning. I am not sure that is going to solve our problem. I don't think any one program will. But again, it interjects the notion of planning. I think we ought to look at it as possibly working rather than rejecting it.

ASSURING SUPERVISORY IMPLEMENTATION OF COMPANY POLICY—

Highlights of a Panel Discussion

Moderator: HERBERT MINES, Executive Vice President and Personnel Director, Neiman-Marcus

J. E. TWOMEY, Manager, Corporate EEO Administrator, Western Electric Co.

H. J. BOUDREAU, Equal Opportunity Program Specialist, North American Rockwell, California

Excerpts from Remarks by Mr. Mines:

Our session this morning covers one of the more significant items on the agenda. It goes to the issue of people at the gateposts that Mr. Cockrill was discussing for us last evening. I think it is so significant because we have seen and heard many people who are presidents and important managers in our companies talking about equal opportunity in employment for quite some time. We have also found, however, that frequently we do not achieve the goals that these top men have set for us.

One of the reasons, of course, has been, as was pointed out so well last night, the failure on the part of personnel people to re-orient themselves toward screening people into jobs.

Another important reason, however, for failure in these efforts has been the fact that no matter what top management says, nor even no matter what top management does in the way of developing programs, it is the man right at the first line, the supervisor, who is going to be most influential in determining whether the minority group employee, once hired, is going to be successful on the job.

I think what becomes apparent as we talk about this subject is that we, particularly those of us from industry who are fairly newly involved in this problem, really don't know an awful lot about specific successes and failures of the programs we are talking about. There are people represented in this room and even on this panel who have been involved in programs of hiring and training minority group people and training supervisors for some time, but by and large most of us are relatively new at it. We have been involved for a year or perhaps even six months or, in some instances, one or two months. Therefore, what we are trying to do is pull together what little knowledge we have and to present it to you.

I think it would be fair to say that, if we all met here again a year from now, many of the things that we think are true today would not be true, or that we would have changed our minds on certain kinds of programs or on certain aspects of what the problem is. So I do think we need to refrain, all of us, from feeling too strongly about any one issue, about being too dogmatic about what is the right approach or what is not the right approach. We are very early in the game on many of these problems.

I think that this is illustrated so well by many of the companies that have sprung up in the past four or five or six months since NAB was developed offering the variety of training programs to you and to me on the training of our supervisors and the training of minority group employees. Each one of these companies has a slightly different approach. Each one of them, unfortunately, at times knocks the other guy's product. I don't believe really any of us can say yet what all the answers are, and I don't believe that most of the new companies involved in this area really themselves know.

During the spring season, those of us who have been involved in the NAB have had an interesting experience, that of going out and soliciting for jobs from employers. Now, in the Dallas area, which is the area that I am familiar with, we had a goal for securing hard core jobs and when we went and talked to many employers, they said to us, "Well, look, we have got a tight employment market in this area. You don't have to worry about me. I have been looking for these people for years." Then they go on to say, "Then I hired them and they drink beer in the back yard or they don't come in after the second day, and they go, and that's that."

Now, this was a frustrating first contact with the problem, because it seemed that these people were most representative and open minded toward hiring minority group employees, but that it was really all the employees' fault that they didn't stay on the jobs. Yet, when you pursued it further with some of these employers, you asked them, "Well, after you hired this minority group employee, what did you do with him, what kind of training and orientation did you provide for him? What kind of indoctrination did you provide for your supervisors who were going to have to work with these people?" The answer invariably came up in the negative, that there was very little in the way of indoctrination or training for either the employee or the supervisor, and I believe this is merely illustrative of the nature of the problem that we are all struggling with. We have got to change that basic approach.

I don't believe it is necessary for us to abandon the attempt to change attitudes at all. Everybody says this is too major a problem, and yet, when you get a person's attitude, particularly a supervisor's attitude slightly changed, you suddenly find opportunity to put people in jobs that weren't there before, because the attitude on the part of the supervisor is: Yes, it's right, it is the thing to do to hire minority group employees. Suddenly jobs are available, and, if your supervisors feel and your personnel people feel that it is right to promote members of minority groups, suddenly people get promoted.

Promoted to Supervisors

I am familiar with a fairly specific situation in that regard in a company in the Dallas area. We have one employee who joined this company in August of 1953 in the housekeeping department. Since 1953 she has been a receptionist, a clerical, and basically handled other than entry level assignments in this company, worked in the company from 1953 and is still employed now in 1968. This person was just promoted to supervisor about two months ago.

The second person joined a company in May of 1957, did general entry level stock work and cashier work, earned in the vicinity of $1.75 or $1.80 an hour, and again just three months ago was named supervisor of the department in which she worked.

Now, these two people weren't any different two or three months ago than they had been for many years. They hadn't taken part in any special training programs. They weren't sent to the American Management Association or to any one of the basic education programs that we talk about. They were the same people they had always been, and yet they were promoted. Why? Basically because people's attitudes had changed. It was now acceptable to promote these people —obviously they are members of a minority group. They were promoted and they are now doing a very fine job as supervisors. So attitudes are important, particulary when tied to practical action.

Now, there are some things that we need to do that we are going to be talking about this morning in trying to change the concept that the supervisor has of his own job. For instance, standard concepts of industrial discipline as we generally teach the supervisor and as generally understood by the supervisor really aren't very useful in coping with problems of minority group employees.

Attitudes Are Important

The kinds of on-the-job training that we traditionally give are going to have to change. We are going to have to get more and more non-verbal and stress the show-and-do parts of training and education. They are going to have to encourage every small success and not dwell on the small failures that minority group employees themselves expect when they go to the job. They are going to have to change their use of language and their use of terminology when they deal with minority group employees.

In addition to that, there is some conversation and some thought that we need to be developing a new kind of quasi-supervisory relationship in departments. Some of us are experimenting with the buddy system, and I know that one of the speakers is going to comment on it this morning, but the buddy system is where you use a more experienced, older employee who works side by side with the minority group employee in the work place. It may very well be part of the answer to the transition and the difficulties of transition that some of these people have.

Cites Basic Principles

Lastly, I think it well for all of us to give some thought to the fact that there are certain basic principles about the education of supervisors and about management style that may be useful to us when dealing with minority group employees. We all are familiar with the theories of participative management, the fact that in some situations the authoritarian style of supervisor is not necessarily the best style. I think we could probably generalize today that this is particularly true with respect to minority group employees, that the highly authoritarian supervisor may not be as successful with these groups of people as the supervisor who is just a little bit softer and who gets the employee talking about the job and working with the supervisor on the job.

Excerpts from Remarks by Mr. Boudreau:

In September of last year North American and Rockwell Standard merged into what is now North American Rockwell. I will be speaking today with reference to the program that is being utilized by the old North American Aviation, not the North American Rockwell Corporation. North American Aviation is primarily concentrated in the Los Angeles area and some problems are being encountered because of our specific geographic location in the Los Angeles area. We have five of our major divisions there and we have approximately 75,000 employees in Los Angeles. We are the largest employer in the Greater Los Angeles area.

We were one of the original Plans For Progress companies and we signed a plan that, when we look at it nowadays, appears to be most ineffective, since it was drawn up and signed in 1961. We thought we had something good, but it is pretty passé.

In 1966, in an effort to update and implement the plan, as we had originally agreed with the then Vice-President Johnson, we wrote what we called the Affirmative Action Plan of 1966, and it was full of the usual trite motherhood-type statements about the great things that were done in the past. However, even though we attempted to implement it, we did not like it, but it was the best thing we could do at the time because of top management opposition to anything that was stronger.

We then struggled with this plan for a year and in February of this year we decided that we had to have a plan that had more teeth in it. We feel that we have come a long way, let's say in the last six or eight or ten months, in our attitude toward affirmative action, not so much as applies to the initial employment of minorities or disadvantaged people, but more as it affects their promotions.

Now, we feel that all business and industry has a major responsibility for the following reasons: We feel we share a great deal of responsibility for the conditions that exist. We feel we have the power to influence and effect change and industry and business has demonstrated ability and leadership, as evidenced in many areas, particularly recently in the NAB situation and, in addition to that, we have much to gain for our own economic benefit.

Action Program Required

We feel that a broad-based affirmative action program is required to eliminate what we call institutionalized discrimination. We feel that only business can effectively resolve the problem, and it must be a self-initiated type program.

Taking these things into consideration, we decided to revitalize our affirmative action program. We had insufficient results and very little activity under the program that was written in 1966.

We decided to work more on techniques, various personnel activities, community activities, and work on the disadvantaged in filling entry-level jobs. When we looked at our Form 100 filed before 1966, we discovered we had very little hiring in the upper level of job categories as far as minority employees were concerned. We had very little hiring in the non-traditional or typical non-minority jobs.

In looking at the problems that we had, we discovered that we had, first of all, high priority with most middle and upper management and very neutral or negative attitudes of most first-line supervision.

We were not result-oriented as far as our goals were concerned, and we had not given consideration to the equal opportunity program in the creation of new facilities.

This is a very tender point with me, because we did open a new facility located in a very remote suburban area far removed from minority population centers, and it has given us quite a bit of difficulty. In view of the fact 95 per cent of our work is with the Federal government, we felt this was a very bad move and we are taking steps now to correct it. We are talking about company built, owned housing. We have arranged for bus transportation from minority housing areas.

More Discrimination Complaints

The reason I told you about the size of the company was because of the large number of discrimination complaints we have received. I don't try to defend our position and say these are invalid. With many of them, the complainant has been successful in his grievance, but the problem is that it generally works out this way: the more minorities you hire, the more discrimination complaints you are going to have. It is just that simple.

The next consideration is the conditions adversely affecting the programs as far as the minority community is concerned. Industry in general has a very poor image at the grass roots level. They are suspicious of industry and feel that industry is taking advantage of minority employees and that type of thing.

There is the problem of distance. Those of you from Los Angeles realize the great distance we travel, how we are spread out. This is particularly difficult for disadvantaged, low income people. We have very few Negro residents in Orange County, where Anaheim is located. About ten percent of the population is Mexican American, but it isn't a large urban area. It is just spread out kind of country-type, so again we have the transportation problems, which we have resolved, as far as Anaheim is concerned, by running some 26 buses daily through East Los Angeles, which is the Mexican American ghetto area, then down through south central Los Angeles, which is the Negro ghetto area. It is pretty difficult, you know, for most of these people who work at the lower level of the hourly rate to spend an hour and a half on a bus getting to work every day.

At this point, we looked at what the problems were regarding the minority employees, minority communities, and the company itself. From there we went to a revised plan, which was goal setting, regular reporting, upgrading, management commitment, and the establishment of accountability of first level of supervision.

In our portion, the North American Aviation portion of North American Rockwell, we have 8,000 members of supervision. Like Western Electric and other employers, we have a tremendous problem when it comes to changing attitudes on the part of supervision, especially first-line. These are the critical people and we attempted various methods of indoctrinating first line supervision as to what company policy was.

Required Setting of Goals

We had the idea that one way to do this was by establishing goals—and the way this was done, each division president had to report, had to program goals for the next three years. What we decided to do was put it on a typical businessman's approach basis, just as you would a cost control plan or a cost reduction or quality control or any other plan of that nature. They had to come up with figures, percent figures showing what their employment of minority would be as to all the various job categories for the next three years. This was outlined in the president's letter, and a report had to go back to him by a specific date. We could have set their goals. We didn't want to. We wanted them to set them. We then reviewed them. If we didn't like their goals, we responded, "Your goals are not far reaching enough." That is the advantage of having our president on our side. We can get some of these things done now that we couldn't do before.

In our divisions we have seven levels of supervision, and we had the president of the division then instruct the vice presidents as to the fact that each had to give a commitment to the president of the group and he wanted them to give him their goals, and it worked all the way down until it came down to first-line supervisors. This is how we go about changing attitudes on the part of seven or eight thousand members of supervision. It is a darned near impossible task. It is not going to be done quickly enough. We know that, but that doesn't mean we are not going to attempt to change the attitudes.

We were going to take corrective action against supervisors who did not meet their goals, just as we would if it was a cost control or quality control plan. If he didn't make it, there would be some action taken, either cut in pay, demotion, or discharge, depending on the seriousness of it. Maybe when the thing gets rolling, for those who do an extraordinarily outstanding job, there would be some reward. So the whole thing was put on a management by objective type of approach. That is what we are pursuing at the present time.

Even though we do 95 percent of our business with the government, I want to note the date of the plan, 2/26/68, and that did precede the OFCC regulations. We complied before the fact.

Supervisory selection boards is a method we use to promote employees in hourly and weekly classifications to lead man or supervisory jobs. We have had experience that demonstrated fantastic discrimination when it comes to Negro and Mexican Americans, but particularly to Negroes, where we would have the Negroes by-passed on supervisory board time and time again. When we discovered this, we really took some strong steps. This is part of the affirmative action representative's responsibility to see that qualified minority employees are included in the supervisory selections and are promoted wherever promotion is warranted.

MATCHING PEOPLE AND JOBS: SYSTEMS ANALYSIS IN A NON-TRADITIONAL APPROACH—

Highlights of a Panel Discussion

Moderator: A. W. MANKOFF, Manager—Personnel, American Airlines, Tulsa
Dr. SAMUEL H. CLEFF, Vice President, Human Technologies Groups, New York
Dr. BRYCE DOUGLAS STONE, JR., Industrial Psychologist, Texas Instruments, Inc.

Excerpts from Remarks by Mr. Mankoff:

I just want to throw out a few ideas to you because there are many personnel men in this group today. The challenge in the next five years, as I see it, is in part a question of equal opportunity for all ethnic groups. Among other problems and among other challenges, I think the major challenge that the people in this room, and their counterparts nationally, are going to be faced with is whether the personnel man, the personnel functional expert, is going to be adaptable to change, This is the shadow that has been over all of the discussions that we have heard over the last few days.

I have got some real questions in my mind as to whether this is possible. Some of you heard me talk yesterday about my experience with a ghetto plant manager. He had nine white managers working for him. Each of these men pledged to replace himself within three years with individuals from slums in the ghetto and I asked the manager which of the nine men were personnel men and he said, not one. He wouldn't have a personnel man in this operation because their thinking was too inflexible and too rigid.

There are some very significant signs, I think, for personnel people in all this talk about systems approach in the whole area of equal opportunity. So the whole concept of the personnel man's job and responsibility is changing. And if he is not going to be adaptable and be able to be out in the front of all this, pushing for gains and modifying the status quo, taking a leadership role, stepping on toes where it has to be done, rocking boats, thinking of new ways, he is going to find his function moving off to other areas. You are going to see labor relations, for instance, leading off to legal departments. You are going to see job analysis and profiles leading off to the controller's department. You will see a lot of these changes unless there is more active involvement on the part of personnel men.

I see a great potential in what has been offered, ranging from high school counseling, to general industrial counseling and I see possibility in the field of economics and in industrial development. I certainly see a great deal of possibility in this system. In the area of performance appraisal, this has been a field fraught with gimmicks, witches, everything else, but it still has this objective. I see a wide application in the field of job analysis.

Excerpts from Remarks by Dr. Cleff

As a private consultant, I can remember many a time when I have harangued managers about the lousy jobs they did in prescribing billets they had to fill, and in selecting people for it. It is my job to teach managers how to be much more analytical and critical in recommending people for the jobs. Very often when we talked of the selection process, when we got around to talking about the job, I used to harangue the managers about not being very analytical about the requirements of the job.

After they got to know me better, they began to harangue me back. "If you are so God damn great, what we need is an analytical system, what we need are tools. We do not have the tools. The tools have not been developed. What we need are the tools for a better description of the job."

So the first step here was really to devise the motivational and emotional requirements in an analytical way for managerial jobs. In a sense, what we were doing was matching managers and jobs on the basis of their motivational patterns. We made the assumption that managers didn't differ much in their managerial skills. The critical variable in the success of the job would be the emotional and motivational requirements of the job, as the manager fulfilled his requirements. I mean the research group took this hypothesis and then as the quiet—maybe not so quiet—revolution descended on us, I was asked by the Research Center, because of the work I had done, to develop a completely nontraditional approach to the problem of matching people to jobs in the semi-skilled and low skilled areas, with particular reference to the chronically or hard core unemployed. Rather than go now into how we did that, I'd like to begin by showing you and giving you an example of what the fruit of the effort was from the last very intensive effort.

Challenge to Supervisors

What we have done as far as managers is to ask them to put their money where their mouth is for a change. In the past, as most of you know as personnel men, managers say, "Get me a something," and you say, "What the hell is this guy supposed to do?" and they say, "Oh, you know, he is a something and somethings always do these somethings." Then when you get a guy to fill that job, he says you are lousy in selecting people, this guy didn't work out at all. What we are saying is that this is a way to help managers analyze the job and to put their money where their mouth is, so that whatever process the company uses to screen and select people, you can always go back to the manager and say, "Hey, this is what you said you wanted. We gave you a person who was like that. Now why didn't it work out?" That's what we are trying to do. It's a dirty trick, in a way, but management has played dirty tricks on personnel people and psychologists for the last 50 years and we have been suckered in. Because they pay us a lot of money, we've been attempting to get in the mush, and the worst kind of mush is the supervisor's judgment of the performance of the people. Here we are telling to the supervisors, "Don't tell me how he performs; tell me what a good performer should do and we'll give you somebody who matches those requirements. If you are a good supervisor then the person should do a good job."

The interesting thing about it is that I have presented this to a lot of companies and it is the line managers and supervisors who shout the loudest. I guess they really want to do a good job and they shouted the loudest hurrahs.

Remember, the requirement was to develop a system to investigate a new analytical approach and the methodology for matching hard core unemployed persons with available job training situations.

The test I set for myself was to build up a system that could be used either by computer or manually. The computer would only be necessary where there were large masses of people, large masses of jobs, to be handled, or where there were large distances between sites and the kind of communication the computer could provide would be extremely useful in the system. The theoretical approach was that, in general, people seek out those kinds of activities in which most likely, or they have more reason to believe, they will be successful, and to avoid those activities in which they have reason to believe they are most likely to fail. Human beings spend all of their life exploring and begin to form hypotheses very early in life about the kinds of activities in which they can engage successfully, the kinds of activities in which they are more likely to fail, and to approach those kinds of activities which lead to success and avoid those which lead to failure.

Activities vs. Titles

I want to be very careful to say that I am not talking about job titles, I'm talking about activities, human activities, rather than job titles. In our opinion, job titles serve one very useful purpose, and not many others. They are social labels and status labels and for the semi-skilled and low-skilled people, they do not give much indication of what really takes place in that job, except in a very special environment so that you and another guy working in the same plant have developed the meaning as to what it means to be an Assembly Tech No. 1, but trying to communicate your idea of what an Assembly Tech No. 1 does to another company or to another site, or to another workman, is an extremely difficult communications problem. So we decided and what we really tried to develop was a new language for describing jobs, and this is what I think we have done. This was our basic theoretical approach.

Another one of our assumptions was that managers, in general, are very good and sensitive for feedback, human feedback mechanisms, and that, if I developed a system that was modeled after what managers were trying to do, it couldn't be far wrong. That's what managers have been trying to do for hundreds of years. But they are the ones who are in touch, very dramatically and intensively, with the real situation. This was another theoretical approach, so we essentially kept out all of the ideas of psychological testing and psychological testing structure, instruction, and the usual principle of psychological test validation.

Essentially, what we are saying is that a person is his history; at every point in his life he is his history, as well as his genes. His history is the way he is raised, that is genetically, to be effective in any environment, but, since we are talking about job requirements now, that job should, as much as possible, match this individual's history in this theoretical, conceptional way.

Operational Definition

Now, in order to find out if it was possible to develop an analytical system for describing people's history, as well as job situations, we did the following things: We chose a representative sample of 150 chronically unemployed people in Indianapolis; two-thirds of these people were black, one-third were white. They were just about 60-40 male and female, slightly more males than females. We made a contribution to the whole field, I think, because we thought we were one of the first to develop an operational definition of a chronically unemployed person. For purposes of research, we had to. We found that by looking at the Indianapolis area we had to say the person had been in the labor market for between four and five years, and that, for at least half of that time, had been unemployed.

We worked with a statistical expert in Indianapolis to provide us with a sampling process, but we did not bring it from Philadelphia or New York and impose it on Indianapolis. We worked with a local statistician. We not only had the statistical knowledge of what Indianapolis was like, but we had the complete statistical knowledge to go along with it.

By the way, as an interesting aside, the Negroes in this sample were slightly better educated, or had slightly more education in turn, than the white people, which in itself is quite common in our society. We know that it takes more preparation on the part of a Negro to get a job than it does on the part of the white people. I got into one good argument with one black man about this. He said, "That shows it is a bad sample," but when we talked it over and looked at it from both sides, he agreed that maybe, after all, it was a good sample, because this is what it indicated.

150 People Interviewed

We interviewed each one of these 150 people, taped the interviews, using an activities-oriented interview, which is something that psychologists call critical incidence, and we call self-analytical. Essentially, what we asked the individual to do was to tell us all of the activities which he could remember that he had engaged in and we helped him to do it by bringing them up in the three areas. One, all of the things that he had done that might be considered jobs of any type, beginning back when he was five years old, if necessary. The next area was the education area and the third area was, you know, everything else in the nature of off-work time activities or off-education time activities. We transcribed all of these tapes and than analyzed out some 3,500 different activity units, or what we call behavioral units. Behavioral units had to be a meaningful kind of behavior, out of which any large or meaningful structure is built. It couldn't be so small as an eye bank or something. It had to be meaningful and, essentially, the way we defined it, it had a subject predicate, object and possibly an indirect object, and you know, doing something to somebody with something or doing something to somebody with somebody, or something like that. It had to be a meaningful activity in and of itself. So we analyzed out 3,500 of these behavioral units. It took me a long time to do it, a lot of sweat, heartache. We then developed a categorical system for sorting these behaviors and we began with the old Platonic concept that behaviors can be divided into generally three parts, and the world can be divided into three parts, one, the world of physical things, two, the world of people and three, the world of ideas and symbols. Now that was easy. We were able to sort these 3,500 behavioral units with almost perfect reliability, into those three stacks, and then we had to develop the other subcategories.

The most difficult for me were things subcategory. Essentially we went through a sort of hypnotic, automatic sorting process through several thousand of them. Is this one like that or is it different from that one? At one point I had 16 categories, at one point I had three, and we finally wound up with eight that made sense, and then we checked out the reliability of that sorting in at least five different ways. It holds up pretty well. We did that for the things area, the ideas area, and the people area. The ideas area was the simplest, because this is the only area which the psychologists have really worked on in all the years of psychological testing. That is what, I think, people are kicking about, complaining about, when they say that psychological tests are not culture framed because most of them feel that ideas and symbols, in some way, for some cultures, put much more emphasis on the relationship of the things than they do on the relationship of ideas and symbols. Psychologists, in general, have done almost nothing in the things area in comparison to what has been done in the ideas and symbols area.

Use of the System

The next question was, could this categorical system be used to describe the behaviors in jobs? So we interviewed 54 jobs and the way we interviewed the 54 jobs was by interviewing with the same technique, the activities-oriented technique, with a supervisor and one worker who, according to the supervisor of the worker, was a good worker; not necessarily his best, but a good one. In 54 different jobs, the principal criterion for a job in our research was that it be a job that was honestly available to chronically unemployed people. We did not include any of the usual janitorial, or toilet-cleaning type of jobs. We just told these companies that we did not want to see those at all. So our jobs varied anywhere from typists to manager of quality control, construction work. We got the activities data from the jobs and the question was could I reliably sort 90 percent of those activities into the same categorical system, and it was possible. We had some remaining ones. It turned out that in the remaining categories, there was one called technical competence, there was one called specific machine adjustment and another one was materials and tools and the fourth one was in-plant communications. We explained this in two ways. We don't know which one is right and maybe both are right.

These four areas are extremely plant specific and job specific, so that learning in the one plant really doesn't help, you know, in another plant. Most of the vestibule training that is done in most companies, the informal training, is done in those four areas. Where do you get the materials, how do you order them, how do you use them? All this kind of jazz. What do you tell your foreman, what do you tell the next shift? These kinds of things. How do you work this specific machine? These are all extremely specific in plants and plant operations. The other possibility, and perhaps the reason these people were chronically unemployed, is that they did not carry ideas about these four categories around in their heads. They didn't think about them as being important activities when we asked them about the things they had done. Maybe both are true. It suggests, however that plant management is doing a lousy job of training people. These people don't remember it and therefore are, in a sense causing more unemployment. Maybe that's a crazy way of saying it but it appears that not enough emphasis is really placed upon this.

Ground for More Research

We don't know, and obviously this is the ground for further research. Anyway, we did find that the two systems, that is, one system could be used to handle all of the activities or most of the activities of the jobs. About 98 percent of all the other activities that came in were the activities that came from people.

Our next step was to develop instruments. I have some copies of that here, or one copy, it's proprietary as hell, so I really can't give out copies. We have developed an instrument that we call a pre-patterned self-administered interview, in which the individual applicant goes through the 20 groups of 16 behaviors each, and obviously 16 behaviors in a group represents one of our 16 categories, and the individual indicates to us the five kinds of activities that he likes the most and the five activities that he dislikes the most. We have those graded, the three he likes the very most and the three he likes the next best, the three he hates the most and the three that are next to that. We give him sort of a choice distribution in each group of choices and many of the individuals are asked the same question over and over again 20 times. This is what provides our measure, the choices are graded one, then minus one, and the others are for the supervisor.

Preferences Determined

It was important for us to have the individual go through and do the preference first. We felt two things: one, it was important to know what the activities preferences were. Second, that if the applicants are asked to say what their preferences are first, they are less likely to color their experiences with preferences and we thought that this way we would get a much more honest appraisal, a much more objective appraisal of both preference and experience, by separating the two out.

For describing the job we have developed a specific kind of interview device that interviews the job and it's very much like the device we use for interviewing people, but here the choices are made by the supervisor working with a trained analyst, preferably an industrial engineer or a methods man, because of their habits of looking at work rather than at people. This is what this job analysis should do, look at the work that is required. We get the same kind of measure from that when they are asked to say which two activities in this list are most like what is required by this job and which are the next two most required, and then which are the two that are least required by this job and the two which might interfere with the accomplishment of the job if somebody in the job engaged in those activities.

Then the next three that are next to that represent another set of cards and we sort 16 cards and each card has a simple and pretty clear definition of each of our 16 categories. The supervisor and analysts sort these together, which of the five are most like the job, which of the five are least like the job, and then he rates each one of these on a rating scale that we provide. So he says, you know, I have only put this one in here as being part of the job because I had to put in five, you told me to put in five, so we get a relative weighting scale from it for the top five, a relative rating scale for the bottom five. By the way, the supervisors had to describe the job. How do you say something is more negative as a requirement than something else? But it does get them to start thinking about what is involved in the job.

We then took these instruments to a group of 180 workers who had been employed for a minimum of nine months, in 23 different jobs in seven different companies in the City of Indianapolis. The first hypothesis we had to test was, are our basic assumptions true, is it true that people seek out situations in which they are more likely to be successful, in which they like the situations, and avoid those that they don't like in which they are more likely to fail?

So we picked nine months as the minimum requirement that they had to be on the job. They had to be on the job for nine months. That was the minimum show of relative success in the job. We also had people evaluate themselves on the job. I have much more trust and faith in an individual's honest evaluation of his own performance on the job than I do of that of 99 percent of the supervisors. Supervisors are always packing some kind of a stick. They are always trying to work the odds and the reason is because that's the way management treats them, obviously.

3 Questions Asked

We asked them three questions: How well prepared were you for this job, what are your chances for promotion, how well do you think you are doing? We just combined these into a single self-evaluation score. The three questions we asked were, in general, was there a positive and significant correlation between the background, the preference background, the experience background of the workers and the requirements of the job. We loaded all the dice against ourselves. We did not do highly controlled training, for example, recognizing that in industry you get a wide range of noncompliance through any kind of a process. I have even known administrators to give a test to one or two because they like the looks of the people in the room. I had to recognize this and try to make the experiment as near to real life as I possibly could. My experimental consultants told me I was out of my ever-loving head because, at this point, we invested some $35,000 in the program and I was risking this by not putting on tighter controls. This really was my decision and, let me tell you, I suffered quite a while until the data came out of the computer. When the data came out of the computer, it showed we had an over-all .36 correlation between the personal profile, the sums of the personal profiles of the people and the sums of the profiles of the jobs. Those of you who know about psychological testing know this is in the upper 15 percent or 10 percent of validity figures for highly expansive, highly researched psychological test batteries. In other words, this .36 is better than about 85 percent of the combined validities of most psychological testing in most industrial settings, with the exception of clerical work.

Wide Range of Jobs

By the way, this group of 180 people included a wide range of jobs, 23 jobs that ranged anywhere from a bank teller, which is really a semi-skilled job, to receptionist, typist, sales personnel in department stores to a computer operator to a buffer machine operator to an electronic assembler, this type of thing. The companies that took part were the Allison Division, General Motors, RCA, and big department stores, life insurance companies, Indiana Bell Telephone Company and the Indiana National Bank. By the way, as a researcher, this is the finest experience I ever had. We put together a list of some 25 companies to go to and I thought I wasn't going to get the first to say, "yes," but the first seven said, "yes, we'll cooperate," and then later we got complaints from other big companies because I hadn't come around and asked them to cooperate in the research. This is a very unusual experience for somebody in psychological research.

The next question that we had to ask was about the people who evaluated themselves on the job, did they have higher correlations than supervisor evaluations; they did. The probability of the difference was about .001. It was a highly significant finding. What we are saying here is the attitudes of the people on the job, attitudes toward themselves and their own performance, was highly related to the degree to which their background was matched to the described requirements of the job.

The next thing we did was to hypothesize the occupational maladjustment and see what happened there in comparison to the occupationally better adjusted. We defined an occupationally malajusted person as a person with a low self-evaluation now and with a history of doing what he didn't like and not liking what he did and this is indicated by the correlation between his preference and his experience. Again, we loaded the dice against ourselves. We said that anybody who was below the mean, minus S standard deviation, was low with reference to experience correlation, and that anybody above that was considered high. So what we really were saying was that people who did not like their work, who had not liked what they had done, felt that they now were not doing very well. We called them occupationally maladjusted and made the prediction that this would be about 14 or 15 percent of our sample on the basis of normal distribution. And that's exactly the way it came out. I think we have discovered a way of operationally defining occupationally maladjusted people because of the statistics involved, minus S1 of standard deviation in a normal distribution should be those considered below normal in a statistical sense.

Preference to Job Correlation

What we found here was that the preference to job correlations fell to an average of about .15, which is not significantly different from zero. The experience correlation fell to .15 and that's not significantly different from zero, so the occupationally better adjusted people, the correlation between personal background and job requirement went up to .47 or .48 Now it is on the basis of these occupationally better adjusted people that we are building our mathematical model and the question is, how do we combine experience and preference, how do we combine the general job description with the specific job description to form the best possible way of doing that. That's in the computer right now. Of course, it is not really necessary, operationally, but it is a help in the operation a lot. The computer saves some time.

We cross-validated and there was one company with 15 jobs in a completely different setting and we got almost the same results. This was at the Honeywell EDP Plant in Dalton, Massachusetts, which had been cooperating completely. That's about where we are right now. I think we have demonstrated this, that it is possible to do this, that it is a valid procedure, and that it works.

New Jersey Project

We got our first contract last week with the State of New Jersey and the plan is to have one or two pilot cities to make it part of the unemployment compensation system in the State of New Jersey. We will be training industrial firms in the State of New Jersey how to do the job analyses, how to use our system and how to put the profiles into the computer system and we will be doing the people program for the State of New Jersey. The first pilot program is supposed to take place in Newark within four weeks. This will be matching some 2,000 or 2,500 people into some 750 jobs provided by the NAPRAD with the companies in Newark.

By the way, besides this other business, we are going to be collecting information about where people live and where jobs are and we are going to be building a transportation systems analysis on the basis of the needs of people to go to and from jobs, instead of the other way around.

We are going to be doing some research at Honeywell again. The Honeywell people have recognized that the computer business is going to be more a maintenance business than a hardware business very shortly. They are going to be spending more money on maintaining computers and servicing them than they are in making or selling them. So they asked me to look at that. We are now working on this to see if it works with tool makers, electronics technicians and so forth. I intend to approach some of the crafts unions and see if we can't work with them. We don't know, we really don't know. My own hunch is that an over-lapping system will have to be developed for the highly skilled trades. There will be some similarity and also some very strong differences. We also are working on adding a complexity scale to this so that we say the people are not only content seekers, but are complexity level seekers. We are going to be adding a complexity thing to this, as well as a status thing.

In North Carolina we have a contract with North Carolina Manpower Development Corporation to develop alternative instruments for rural people and for illiterates. For illiterates we are taking two approaches. One is we are going to use pictures of all the activities, either motion pictures or stills of every single one of 320 kinds of activities. We have just broken through on the major thing. But we are trying to move in those areas. The hospitals in New York City, for example, talked to me because a large portion of their workers are Spanish speaking and what we are going to try there with the hospital is a direct translation and just try it out and see what happens. What we may have to do, and I think this is one of the values of the system, you never have to change a job description, for that part of it, but you can, using the same procedures, very quickly and accurately develop a system for people description, depending on the homogeneity of the group.

Special Tests Needed

I think there are very few tests that aren't culture prejudiced, but a test is only as useful as the group on which it has been normalized and the real problem has been the failure of industry and psychologists to spend the money necessary to do the normalizing in the various groups for revalidation, so they could use an intelligence test, for example, that is appropriate for this language group.

You must establish different norms for different groups and this has not been done, mostly because of the unwillingness of industry to spend the necessary money and because psychologists have been willing to sell these things and get money out of them, despite the fact that they were partially invalid.

I had a kind of discussion with a lawyer in New York City, whose job is to provide a kind of a brief for the judges, to help them decide whether a test is being used to discriminate against minority groups or not. He was so wound up in the traditional way, you know, traditional psychological testing approach, that I had to finally point out to him that in order to prove that this system is used to discriminate, you had to prove that the manager knew what the typical patterns were in our terms of the group against which he was discriminating, because the man is matched against the manager's description of the job. We don't ask him what color or what age and this presupposes the kind of a preknowledge on the part of the manager of typical behavioral patterns in these terms of Mexican Americans, Spanish Americans, Negroes, and so forth, and very few managers even concern themselves with that. They are concerned with getting a job done and they organize the job in order to get it done.

BRINGING VOCATIONAL EDUCATION INTO LINE WITH INDUSTRY'S NEEDS—

Highlights of a Panel Discussion

Moderator: Dr. SAMUEL H. CLEFF, Vice President, Human Technologies Group, New York
MEL McCUTCHAN, Division Supervisor, Sandia Corporation
R. GOODWIN, Supervisor of Man Power Development, State Board for Community Colleges and Education, Colorado
Dr. JACK YUTHAS, Professor, Metropolitan State College, Denver

Excerpts from Remarks by Mr. McCutchan:

I would like to talk about what the vocational schools can do to bring their education in line with industry needs. In particular, I'd like to think in terms of what is going on today in bringing the education that is available to the disadvantaged. We are aware of education for those almost ready to go to work in skills training, semi-skilled training, professional training, sub-professional training, technician training and so forth.

But, to look at the disadvantaged in terms of what their problems are in making their adjustments to the world of work, some of the hard core disadvantaged have problems of just learning what work is all about. I would like to think in terms of the kinds of education that vocational schools can do in the broad sense in coming to grips with industry needs involved in behaviorial training. Job orientation-type of training, information to the disadvantaged, and what employers really want of them are a few of the problems.

Two years ago, some of us went to a group of employers in the Albuquerque area and asked them what they wanted in their particular business. The answers to those particular questions were: One, a person who is willing to work. Two, a person who is compatible with our group and will not disrupt the work effort. Three, loyalty, dependability, trustworthiness. Four, one who can know what the boss wants and work efficiently with a minimum of instructions; and five, one who has mental and physical skills needed on the job.

Two years ago, a considerable amount of money was poured into the Appalachia project. One of these efforts under the Man Power Development Training Act was to train 50 men in the field of welding.

Now jobs were already available in an aircraft industry, and all they had to do was learn the occupation and go to work. This they did without too much difficulty. They learned the occupation of welding and they then left their homes and went down to a Southeastern city and went to work for an aircraft company. They were all quite successful. They did what the job asked of them and they did it well. But, six to nine months later there was not one single member of that Appalachia group left on that list of employees. When they started flowing back, where did they go? They went back home. As a result of this training, they forgot to think in terms of the behaviorial part of the individual's makeup as he relates to moving from one area to another.

It is necessary to direct our attention to what are the problems that an individual will face when he moves from one position in life to another. These 50 men were unable to make that transition.

Now in our interviewing in the Albuquerque area one bank representative said he would hesitate putting a person on his payroll who had a prison record and he would also hesitate to put one on that was in the poverty position. A retail merchant that I talked to said that the person he hired would be on the job when he was scheduled to work: Absenteeism and tardyism would not be tolerated.

This brings us some problems in the workers' cultural makeup. Some of them are family orientated. They are heavily orientated toward the family kind of problems and they are not orientated toward the work situation. So, when it comes to a decision of going and visiting a sick cousin or going to work, it could be very possible that he would go to visit the sick cousin first.

In October a number of employees were hired and this particular problem arose innumerable times. When the choice was given to the individual, it would bring them into the family orientation instead of the job orientation. You see, it takes a while to change this orientation. As business becomes increasingly sophisticated, more and more emphasis is placed still on an educational level and of course, the attitude of the personnel manager—well, I'm not going to discuss that because we have discussed that at the last meeting. I might say that I concur with what they said.

Now, in this state, your unemployment level is somewhere around 5.7 percent which is the fourth highest in the United States. We have more people than we have jobs. I also noticed in the paper where some 1,500 to 2,000 teenagers in New York went to the city hall and almost demanded jobs. Now, I don't concur with what happened there which was a destruction of property and stealing of goods, but it seemed to me that an effort had been made to get jobs. They were not asking for something for nothing. They were asking for work and if we are going to spend our money, what would be a better way than to give these kids jobs even if it is cleaning up some of the debris and dirt that is cluttering up the city and augmenting some of the vacation schedules. Why not? Even if it does take tax money.

Now the employer is looking for a particular kind of person that meets the thinking of the group. He is looking for a person who is going to work hard. This, he puts a high price on. So, if the vocational school is going to meet the needs of the employer, we cannot look at the narrow effort of skills programs and simple skill training programs; we have to look at the needs of the total individual.

Looking at the needs of the disadvantaged group, it is necessary to bring that individual up to competitive levels with any other individual in all senses of the word. Such a course as incentive training, which is used effectively by management and companies, can also be used effectively on the disadvantaged. We did conduct two classes of this type, and they were very effective, for example, remedial spelling, mathematics. This is finding the deficiency of the individual and working from where his level is to bring him up to being fully competitive in the work he desires and the work he is training for. This also involves bringing that employee's self-image up, the life style up to meet what will be acceptable by the employer.

School Orientation Programs

Of course, schools involve themselves in job orientation programs as well as skills training so that the prospective employee is fully aware of what the problems are that he is going to face when he goes into that kind of work he has chosen. Vocational schools must confront their students with a value system of the employer. I don't mean that the employer shouldn't also have some soul-searching over the value of his system, but since he is the employer with the job, this is simply to bring the student around to meet the requirements that the employer places on him. In putting all this effort and energy and money into the disadvantaged, we get into the position of leap-frogging. All the total Federal program this year will be people-oriented, as it was last year. That is a change in philosophy in the operation in the Federal programs.

You go out and find people where they are and modify what they have to meet the needs of a particular job. Last year, we went out and found the jobs and then we tried to fit people to those jobs. Of course, job development and management will be high on the schedule of things to do but, anyway, this will cause some leap-frogging of those almost ready to go to work. There is a question if you leap-frog any person who is unemployed over the one that is almost ready to go to work, are you doing the right thing. The only thing we are doing is we are making that disadvantaged person job competitive with other people which is only right. There is also, of course, a question of displacement. In this state, we have more people than we have jobs, so it is easy for us to overhire for jobs which makes it possible for us to even ask for a college degree for a clerical job and we can get people to do that.

Is it more advantageous to us to take the head of a household and put them on a job in the place of a secretary who may be the wife of a bank president? I don't know what the social impact of that is, but I feel it is more advantageous to us to put the head of a household to work.

What I am saying is that the vocational school has to broaden its scope to include the total needs of their students, rather than just looking at the job market which is being surveyed all the time and we know what the job market shortages are. We need technicians, and we need them badly in this state, and we need machinists in large numbers, draftsmen, auto mechanics, diesel mechanics, and skilled color television repairmen. These are the higher level activities which need a great deal of skills training before the individual is able to handle those kinds of jobs.

We also need to address ourselves to the needs of the disadvantaged in terms of behaviorial training, and we do have technology and training technicians that can give them a rapid way of confronting the problems of business. You can do this in any number of ways, and I won't go through them. Using the techniques which were successful in changing behavior in management is also successful in changing the behavior of the hard core group or disadvantaged group in going to work.

Excerpts from Remarks by Mr. Goodwin:

Let me give you an example of what happened in Colorado. The Western Electric Association got interested in the electronics program of some of the secondary schools and approached the schools with an idea of incorporating effort. Here is what they came up with. This took place in a matter of a year and involved 430 companies, and various electronic areas. They came up with a common definition of electronics which is and was the big need in this industry. They developed a curriculum. Then they furnished two men to be members of a local advisory committee, and this is very important because anything can become stale and outmoded without the updating and recommendation of where the end product would actually be used. They donated a staff, loaned equipment, they even gave their rejects of production items that wouldn't meet specifications to local schools for these kids to use as a training device. They held monthly workshops for all the instructors involved in the school programs, and then they hired these instructors in the summer to update their skills and to associate themselves with the job that needed to be done.

This is the result of a common effort which I think is sincerely needed in vocational education. If you don't tell us what to do, we sure don't know what to do.

Again, we get around to the problem of vocational education as a dirty word with middle and upper class people. This, of course, filters down to those people who really need skilled training and now everyone wants a college degree. Again, we get into financing colleges, and I keep going back to this state because it is a sore thumb, and I live there. Forty percent of the state tax dollars goes to education, six-tenths of one percent goes to vocational education, and you just can't do a job on that amount of money with the needs that exist, so we are soliciting industry support.

First of all, industry can go to the local school where there are companies, and say we need these types of people trained, because here is where the question comes to the state vocational agency to set up training programs.

I will give an example here. An industry went to the D.E. program here, and I don't think you will find distributive education. It is training for retail, that is what it is. Well, we told them what we wanted and that we would work with them and we hired the students, and yet this year in Albuquerque, they cut back the budget and cut back the teachers. Now there is really a token program operating.

Excerpts from Remarks by Dr. Yuthas:

I don't really see that you have much of a problem. All you have to do is do a job which is impossible with no help, because all of us professional people, educators, vocational people, we don't know anything about it; we don't have the vaguest idea of how to do it. We talk about it, we talk about vocational training and that we are going to help those people and bring them up to our level, which is a joke if you are in the lower class community.

They just don't see this as an uphill walk. Quite the contrary, they see it as a downhill thing. I was talking to a kid the other day whom we are trying to get involved in a job and get him some skill training. He said, "The way you explain it now, if I understand this correctly, what I have to do, is learn about punctuality and neatness and an attitude toward the employer and how to get along with the other workers and a foreman, and then I go to work, and I work eight hours every damned day, five days a week and in 40 years I end up with what I have now." Well, it is true that he ends up in worse shape. I don't think anybody knows how to do this job.

I do a lot of work with the disadvantaged people, if you want to call them that, and I work every day and every weekend and I get stomped to death every once in awhile. You see, like I have about seven broken ribs because we had a little disagreement at the committee meeting the other night at which everybody was armed. Not everybody, there were six people who weren't armed.

We have to solve the problem. Nobody knows how to do it, not the lower class people or the professionals. As I have seen it, the people I know in the industry haven't done anything for all the talking that they did about it. They really did nothing. They talked themselves in a game a lot of times, but they do not know what they are doing. American industry is the only hope we have left. The government isn't going to do it, can't do it. It will cost you a fortune not to be able to do it, and we will train all kinds of people for nothing if we do it. You mentioned the Appalachia project; it is really a great thing. As I recall the figures, there were about 9,000 unemployed people in the area. The government went in and created with government money 8,000 jobs which they worked through the employment service, and how many people were hired? 640 were hired, none of whom were on the job six months later.

DEVELOPING UNION-INDUSTRY COOPERATION ON MINORITY PROBLEMS—

Highlights of a Panel Discussion

Moderator: DAVE TARBOX, Director, Security and Industrial Relations, Sandia Corporation

FRANK BENITES, Phoenix Building Trades Council, AFL-CIO

DUVEN LUJAN, Associate Director, New Mexico Building and Construction Trades, Pre-Apprenticeship Program

ED R. NELSON, Business Agent, International Laborers Union of North America

Excerpts from Remarks by Mr. Benites:

I might say to the people who have set this conference, this is one of the best ones I have ever attended. Things have come up in the conference up to now that I feel have been needed for many, many years, and I am speaking of 50 to 75 years. We in labor have tried to really bargain within our bargaining agreements for some of the things that are now being proposed by management here in this conference. It just makes my heart real happy that some of these things really are coming out.

Before we can identify how we can propose new programs for labor-management cooperation, I think we might have to go back just a little bit and try to determine some of the causes of friction, if you want to call it that, between labor and management and between minority groups and labor.

In my own trade, the building and construction trade, most of you have been aware that these craft unions really started as father and son fraternities. Many people think now that this is a thing of the past because of the civil rights movement, but actually this began to dissolve itself, especially in my area, years ago. I wasn't a sheet metal worker's son when I came into the trade.

The reason I think the exclusiveness has been dissolving is because we have bargained better pension plans and welfare plans, and they have encouraged older people to retire, sometimes at a faster rate than we have been able to use craftsmen's sons, which I think is good. So this is all behind us as far as my area is concerned.

We have established point systems so we are sure none of the unions use any discriminatory programs or have any discriminatory programs. I, for one, am glad that is behind us.

Still in many of the areas of the hard core there is friction between minority groups and unions, and I don't think you can blame either one. One reason is the people we are talking about really don't understand unions, and many of our own officers don't understand the hard core minority, and this is something that will have to work out somehow.

Vocational training, I think, is fine. I think it is one of the greatest things that we can do.

However, I am a critic of the educational field and I am also critical of some of our government bureaus. Incidentally, I am also the Vice-Mayor of the City of Phoenix, and I am also critical of some of our methods in the cities.

We developed these pre-school training programs, Head-Start Programs. I think this is one of the best we have had, and we are trying to do something in the vocational area with the drop outs, concentrating on high school drop outs. We in the trades are trying to take care of the high school graduate as he gradutes from school. But what are we doing in between?

We have always used the philosophy that the high school is a place to motivate and counsel our kids, our young men, but a psychologist or sociologist will tell you that a child will develop more mentally between the ages of 3 and 15 than he will any other time of his life. We are not doing anything in that area at all.

I speak to many schools in Phoenix. I spoke to one where the kids are predominantly Mexican American, and after the session I was talking to some of the boys and I said to one, "Do you know what you would like to be?" and he said, "I don't know." I said, "Why don't you become a plumber?" and he says to me, "What is a plumber?" He remembered Jack and Jill went up the hill to fetch a pail of water.

Not too long ago, about three weeks ago, I attended a conference of teachers alone. They wanted to find out just what was missing within their educational processes. Maybe they made a mistake to invite me. And, as I sat there, I thought to myself, maybe I ought to throw this to them: Just how vocational-oriented are these teachers? So I threw it out in the conference in this convention. The summary of the convention was unanimous that they are not prepared themselves to lead our youngsters into the vocational areas and this, of course, made my heart feel good, that they admitted themselves that they are not prepared to do the job.

How much film do we show in the elementary school area of how we build hydro-electric dams, how we build new highways, how we operate these large machines, what is coming up in the future? How much do we teach them? How much do we motivate them, even the girls to enter the nursing, nurses' aides, the nursing profession? We don't do this. We show them how Jack and Jill went up the hill to fetch a pail of water, and that has been going on for years and years and years.

I spoke to a class, the Country Day School I think it is, up in Scottsdale not too long ago. These are 17-year-olds. These are boys that are just about ready to go into the world of work, and their questions were directed to me. They still had not made up their mind in that area.

Only One School

Mr. Harrison knows that only one school, I think in the whole state—he may have one in Tucson now—because of our approach in the Arizona Apprenticeship Council, finally adopted a pre-apprenticeship training program. Mr. Foley, sitting back there, knows about it, the only school in the Salt River Valley that has this. It is a preparatory school for high school graduates so they will be prepared to accept apprenticeship, because we found in our own apprenticeship programs, even though they have high school, they are not prepared.

In my own field, where we deal in triangulation, where a background of geometry and trigonometry is needed, they are not prepared.

And these are the things that I feel in my heart that industry and labor have to do. They have to go down to the school boards, whether they are elementary boards or high school boards, and try to convince them jointly that this is the route they have to make the change on. Today is the day of change. We must change.

Last Wednesday, before I received my agenda, I met with 100 or 110 of the Mexican American employees of the City of Phoenix. They asked this meeting of me, so I met with them. They had some 21 complaints. Some of those people have been employed by the City of Phoenix for 25 years.

One group was out of our mechanics shop, and I am not saying anything that is out of school, because I have told the rest of the administration this. One particular shop, for example, has five mechanics. They have ten helpers. Every time a mechanic leaves, it is announced and applications are taken from every department in the city that have no relation whatsoever to this shop, from outside of the community, for that one position, but they have helpers there that have been working for 20 years who do the work, really. The mechanics only supervise now. It is the helper who is doing the work. But there is not an upgrading program within that same place to upgrade those people, and this is happening in every city in this country.

I have criticized some of the MDTA programs because they haven't been upward programs, but do we have upward bound programs in the BIA, the Employment Security Commission, the Post Office? We don't have them.

Upward Programs Needed

Now, we have had these for 50 years. We wouldn't be faced with a lack of minorities in those upper echelons if we had had proper upward bound programs and training programs within our own area. But I am not going to change this myself. It is going to take everyone, labor and industry and the community to change these things. It is time for a change.

I will leave that thought with you, because to me it is one of the more important things that we need. We see change in this conference today and, for you employers, I take my hat off to you. I think you are beginning to move in the right direction. There is a lot of work to be done.

I might tell you what we are doing as far as training programs in my area, in the Phoenix area and the north part of the state, and I think we all learn from experience. Shakespeare said, "Experience is a dear teacher, but for fools there is no other."

We have done a poor job in our area in educating our own people to accept these changes, and I think now we are all faced with the same condition of trying to do it in a hurry, and I hope that, as we do it in a hurry, we do something that is going to be permanent from now on. As we go back into the educational processes, we must stop the leaks. We have got to fix the faucet somehow, stop the drop outs, get these people prepared.

Pre-Apprenticeship Training

We have established pre-apprenticeship programs way before all of this came about. We have established two training programs on the Apache Indian Reservation that are now completed. Keep in mind these are not organized areas. These are areas where we have gone in and worked with the councils to help them in their situation.

We have also established two in the Ft. Huachuca area for the first time in 15 years. The first time this was attempted, and it wasn't very successful, we tried to establish an apprenticeship program in the Navajo Reservation, and we were asked to kindly leave the reservation.

Now I can say to you that we have an established program, and this program is in conjunction with the Building Trades Council of New Mexico, with the Four Corners area, so that we might shift these boys from one state to another without any problem.

The Tribal Council has established a coordinator to work with our coordinator. We have established a Western Association of Coordinators in the Phoenix area to work with each one of these reservations. We are now talking to the Colorado River Indians to try to work something out with them.

We want to get with another group of the Navajo Tribal Council to try to work up a program within their own fund structure—again, these are people that are not organized—to work within their own structure to retrain people that they have had on their payrolls for years without any supervision whatsoever. I am talking about qualified supervision, and I am sure that we will be able to furnish them the qualified people to build their buildings or whatever structure they want to build cheaper and better and train their people, not train, but upgrade their own people so that they will be qualified as journeymen.

We have problems in these reservations, and eventually we will solve them. I mentioned one the other day when I met with them, Wednesday. I said, "We have people up there that are qualified. We have bricklayers up there we know we can use. If you get me 15 bricklayers down here tomorrow, they will all go to work." We got two out of the 15. They would rather stay on the reservation. They are not mobile like some of us have been. This is a problem. We will have to work together with industry so we can make them a little mobile as far as the construction industry is concerned.

This is something we will eventually have to do. During our slack season, we have people working in New Orleans or New York City or wherever the work is. That is the construction business.

But we must have these people qualified, because it is a matter of economics for the employer. If he has a firm bid on a job, he has to produce, or else we have a broke contractor, and when they go broke, we go broke.

Excerpts from Remarks by Mr. Lujan:

One thing I don't wish to leave in anyone's mind, even though I have been a union man for about 20 years. I don't want to leave in anyone's mind that we are any less guilty than the employers when it comes to quality training and facilities and equal training of men, and, since the national presidents of the building trades have become very affirmative on this, the impression I want to leave with you is that the trade union, which, in effect, had been the eliminator of the hard core, is once again being faced with the challenge to eliminate the hard core area. This is the challenge we in the building trades are facing, and management must become a part of the situation as we have it today.

Today we have all kinds of standards. The men who are being trained don't have the knowledge necessary for many jobs. Individuals who went to the seventh, eighth or tenth grade, these very same individuals are now insisting that the man have a twelfth grade education.

They insist on standards higher than theirs. They have not allowed for automation, for engineering processes, have not allowed for the simplification in the craftsman's job. So, in effect, the journeyman as we knew him 20 years ago today has become more simplified, rather than more technical, as we are led to believe; with the influx of tape machines we are in a position today where all you are is an idiot operating a machine.

In the utility companies they have basic requirements such as in order to be working as a lineman, you must be big and strong, when we know that during combat conditions many of our young men were putting up lines under gunfire, more adverse than any telephone company could come up against today.

You can go into a coal mine and a machine is cutting coal that used to take thousands of men. That is the thing we are going into, so what we have, in effect, is a simpler method of operating, because that is what modern technology is, how to do things easier. So we make it harder for the young men to come into it.

This is the relation we are experiencing in industry. Why? Because we have been brainwashed. It was very interesting to me to listen to Mr. Cleff come up with a new system of evaluation, and this new system actually brought more to focus on a young man's ability. This is the key to the apprenticeship. This is where the nepotism comes in. My son is always more qualified than the hard core man's son. I could go switch, but I was never smart enough to switch a train. These are situations that we have had, not only by employers, but by unions in the Southwest.

Pre-Indoctrination Charged

We have also had pre-indoctrination. Where Mexican American and Indian employees would be paid a different wage scale for doing the same job, the union changed this.

I have heard many remarks that point a finger to the union, and when we are talking about the situation of the hard core, it is the people that have had the cooperation of management and union, not only in this area, but any area you want to go into.

Now, we ask a question that it is hard to come up here and say, when I am talking about the gentlemen that are training people today, and the very basic thought they have in their home today is to make the young man, my son, be able to do things better than I was able to. By this, I think it merely means going to college and getting into something that to me seemed without reach, because as a migratory worker I always aspired to be an attorney and this kind of thing, which never came to pass, but on the other hand, this young man must be an attorney. I criticize him every day because he doesn't know how to cut the grass, because he doesn't have calluses like I have. He doesn't know how to work, but when I find he is a chip off the old block and I make a prerequisite for him to become an apprentice, let's push him in, because the political element is very predominant. The contractor comes in and he says, "Why, I know so and so. I will talk to so and so," and this is a procedure whereby today in our own union, the son-father image is very pronounced and in most cases will run higher than five percent. In other words, the hard core man would work more than any man I have ever known. I knew he could work stooping over and never take a breath of air as long as he was standing up for lines and lines of sugar beets that would be a quarter mile long, as the average man working with his hands would not even attempt to do.

I also know in the steel mills that was the kind of individual available in the hot furnaces. I also know in the bricklaying profession, which requires a lot of hard, tough skill, this was never a problem for you, but when it comes to more automation, it becomes a stronger problem for us.

Guidelines Outlined

So we have made some guidelines I would like to read to you gentlemen that are here:

"By the contractor:

1. Enforce affirmative action requirements on the sub-contractors which they themselves are expected to abide by.

a. Employment of minority group trainees and journeymen in all building trade crafts.

b. Apply affirmative action to all jobs.

c. Insist that wage compliance standards be met by all contractors so that the fair compliance employer gets an equal chance in all types of contracts."

What I am talking about here, gentlemen, is that you can have the union contractor over here and operate and bid on what we call fair standards and that he can come around with a rat contractor and come in and actually underbid the man and yet the affirmative action is being placed on the union contractor, and the rat contractor can subterfuge this very easily. If we want to really solve this thing, we must deal with the affirmative contractor.

"By unions and contractors:

2. Special emphasis on hard core area unemployed or underemployed men.

a. All apprentices should be registered with the New Mexico State Apprenticeship Council, and the record should identify his race, if legal, so that any agency, public or private, wishing to check on a contractor for affirmative action compliance, can do so readily without a lot of argument involving good intentions by a public relations man. This should help the affirmative action by the unions and contractors."

Federal Compliance

Let me point out to you that every union contractor today is faced with the problem of Federal compliance, and he must identify so many minority group people. We are coming into urban renewal and these contractors will have to go in there and bid, but by the same nature, when he goes in and bids, a rat contractor can pick ten minority people off the street, will not be bound by apprenticeship standards, will not be bound in many cases by wage scales that are competent to get this young man out of the hard core area, but the union contractor will have to pay the rates and, as such, will have to have an overhead, so to speak, of people waiting to be trained or waiting to go into the job. This must be affirmative.

"Applications for apprenticeships should be made available to the pre-apprenticeship office to assure the man without transportation or the underemployed man that he, too, can get his equal chance. The end results should be much more effective to our outreach program."

The biggest problem the hard core man has, and very few wish to admit it, when you have your hiring agencies located in different parts of the city, such as Albuquerque, this young man is so used to the run-around, he might go as far as this Employment Security Commission and as such take a test or something, but when you ask him to go, whatever it is, to have an apprenticeship, then it becomes a one to four possibility that the young man will get there.

Some people tell you you should pick him up and carry him down there. That is not what the union wants. The union wants a man that will help himself, so to speak, but again the problem comes because we don't want to face the fact that this is a hard core man, not my son, we are dealing with who is already pre-indoctrinated by me.

The hard core man is being attacked today by seven or eight Federal agencies, and everyone has made him feel important. Everyone wants to use him for one progressive plan or another. So I say to you, let's bring Mohammed to the mountain. Leave us the applications, we'll fill it in, but won't take the kid down there. This we are very reluctant to do.

"Elimination of non-essential formal school education requirements, except where absolutely necessary. The ability to pass the apprenticeship tests should be the major factor for apprentices where testing is required; otherwise, being a good worker and willing to learn should suffice without an arbitrary number of years in school conditioning which is a minority group problem in the Southwest."

An iron worker in New York only has to go to school ten years, and yet they are building structures that are 40 or 50 stories high. Here in New Mexico, where we have a lot of room, you need 12 grades. The buildings are not as complicated, but the requirements are much higher.

Testing Must Be Changed

We must face the fact that testing is designed to keep people out of apprenticeship programs, not to bring them in. This must be changed, and what we are going to do, we are going to train people to beat them at their own game.

"Affirmative action by all crafts to seek out minority hard core group applicants and to train them without pre-conceived ideas as to their cultural traits. If pre-conceived ideas do exist, accept them as a challenge and not an excuse."

When it comes to pre-conceived ideas in the

Southwest, you would be surprised. I know a man that came in here to operate as a personnel man in one of the big plants that just moved into Albuquerque. He has been here since December probably 28 or 29 and he knows all about the Indians already. This is how pre-conceived ideas come about.

The employers that are coming into the Southwest, the very first thing they say is they cannot communicate with the minority group people here. They don't seem to want to understand, and, therefore, they must import employees. These pre-conceived ideas must be eliminated if we are going to be successful in the Southwest.

> "Chamber of Commerce, businessmen, architects, and awarding authorities:
>
> To insist on affirmative employment actions by contractors before they let out their construction bids. On projects a poster is not enough. This is the key to the whole community being involved in affirmative action programs, as well as the tax base for general community improvements by all segments of community participation."

It is very easy to give us a selling job every year. We need new schools, new this and new that, and yet the very tax structure is being destroyed by the underemployed individual.

When I am talking about an underemployed individual, the hard core, his problem is he cannot afford the luxury my son has of waiting to become an apprentice. When he gets through with what schooling he goes to, he must stay in any jobs that are available to him, dishwashing, anything, and this type of employer, generally speaking, will not give him one hour off to go down and put in an application for some craft.

Plight of the Underemployed

I lost a man the other day because I forced him to go down and sign in to be ready to be called. This man was fired because he was five minutes late. This is the kind of situation the underemployed man has. This is the situation that the military man returning from Viet Nam has, because this individual must take the non-competitive job. All he has to do is not answer "Yes, sir," and he's out. This is the individual who must face the joint apprenticeship committee, and that is the individual who, generally speaking, cannot communicate and does not have the intellectual background to face a joint apprenticeship committee. That is the individual who is destroyed by the joint apprenticeship committee because he doesn't have poise. That is the individual who is underweight because he is hungry or from malnutrition or it might be because of menial task type of work. This is the individual who cannot spell pneumonia, but what good does it do to spell pneumonia if you are up 15 stories high?

Now for possible future programs. We are talking today a lot that the Federal government is getting involved in a lot of things. I cannot understand the value of taking a man just because the Federal government puts in money, gives him four, five, six months training and then they can't employ them after they are finished with them. That is what I call the quick solution, and yet the hard solution to the hard core problem has been faced by the union for many years. That has been their apprenticeship and journeymen, so they can go anywhere in the world where labor is wanted, because they have got something they can show the employer, that he doesn't have to prove himself when he says, "I know how to do this and that;" he has got a card.

And many people say, "Well, this is too bad. It's too long." Maybe it is true in some cases. If it is, we must change it, but the fact remains that the craftsman today with an apprenticeship card has got the equivalent of a man coming out with some type of degree from a university.

If you take 50, 60 men from the hard core area every year and multiply it by all kinds of crafts, the hard core area will eliminate itself, exactly as it did in every community in the East, where there was foreign ancestry, such as Jewish, Polish, Irish, et cetera. Those are no longer hard core areas. In the Southwest this can be done, I believe, in the same way.

So we ask the Federal government to come at us a little different. We ask the government to pay apprentices for hours they attend craft school classes after they have been indentured.

Need Steady Work

This is the big problem we have encountered. A good contractor can bring in a lot of apprentices, but then along comes the fact that he runs out of a job and the young man has to go into the street and he is unemployed. Now, if this young man in the hard core area could be supplemented by the wage scale being received by the apprentice for the time he is unemployed in the craft school, then this would carry this man, keep him affirmative so he could complete his apprenticeship. Then, as the job opens, he goes back to the work.

While the man is employed, he doesn't get paid for schooling, but while unemployed, he must be paid for schooling to keep him interested and work him out of the hard core area. I believe this would be very affirmative when it comes to this type of thing.

For the possible future programs, tests should be given for apprentices more often than on a yearly basis. Unfortunately, in some crafts we don't do this. It is based pretty much on the law of supply and demand.

Contractors specializing in certain phases of the building industry, desiring to train apprentices for specialization of one or more phases, should negotiate such agreements with that particular union having jurisdiction of such work.

The usual comment you are going to listen to today is that the unions are pricing themselves out of business and, because the unions are pricing themselves out of business, we can no longer deal with the all-around man. What we are saying is if someone wants to go into specializing, they must go the same as other crafts, so if a man wants to specialize, they must negotiate for it, for one reason and one reason only. If they *don't want the jack-of-all trades, tell us* what they want and we will supply them with a specialist but insist he gets paid a decent living while he is working. This is basically what we are interested in today.

I believe the union will have to be, as in the past, in the forefront of fighting this hard core problem that we are all talking about in this conference. It has been very real with me all my life.

Excerpts from Remarks by Mr. Nelson:

Since 1950 I have been fully employed as a business manager, first with the Southern Building Trades Council for 18 years, from which I resigned to become business manager of Laborers' Local 578, because of the problems similar to what have been discussed here in this conference. I am the minority in our group of people. Seventy percent of our membership are Mexican American; ten percent are Negro. The remainder of this group is the minority, of which I am part.

The laborers' problems are hard core problems, because today automation replaces laborers, basically. Every time a new machine comes up and a new conveyor or whatever it may be, ten or 15 laborers no longer have jobs, and this presents a real problem. To have nothing but ditch diggers today is impossible.

So about a year and a half ago I sat down with the contractors' group and had a long talk about assignments of work as far as crafts are concerned.

This particular company, which is doing a coaxial cable job for money out of Texas, decided that it would make a work assignment to the Laborers, the operation of the machines, the trucks, the works, kind of like a jack-of-all trades business. Well, I accepted this, and, to say the least, the building crafts about ate me alive over this. We found, in a very short period of time, as this job progressed in competition with electricians and locals throughout the United States, who have habitually done a coaxial cable job, that the Mexican American could handle it in a three-hour period as well as any mechanic you could put on it.

Differences Ironed Out

Since the rift developed between crafts, we then sat down through the internationals and had a full discussion of what belongs where. Well, the machines then went to the Operating Engineers, but since they required 400 hours of experience on this particular type machine, of which our people already had it, they couldn't find qualified men on this job, so the hard core or Mexican American is an operating engineer, including the scale. This is an awkward and hard way to do it, but it is a solution to a problem, and we did move our people into it.

Now, today the same company is going to do work in Texas, in Montana, California, and the key people, which are my people and the Mexican American, will be foremen on these jobs. This is, as I say, a hard way to do things, but, nevertheless, it has proven very successful.

We find that, in the overall picture, the Mexican American with a third or fourth grade education with his hands and his head is just as capable as the man that graduated from high school and has been running a particular type machine for ten years.

The problem of the sub-contractor clause that was previously discussed here: In our negotiated contracts the sub-contractor is bound to the terms of the agreement that the general contractor signs with you, so I don't have this problem.

We have some odd-ball things going on in the construction industry, and I notice in the group in this conference not too many contractors are involved or invited, or had the time, or whatever it might be; they are not present here, too many of them in the construction industry.

They have to send, in the state of Colorado and under Federal law, a letter stating there will be no discrimination shown. They sign this letter and send it to your office. It is there for anybody to read that cares to read it. Two days later he has got a job that needs laborers, so he calls and says, "Don't send me any Mexican Americans or don't send me any Negroes." He does this on the telephone. I can't prove this, but he does it. I broke that habit real fast, because he doesn't get anything else. I made it a point that this is what they got. They call back and say, "I asked for white boys if you got them." I say, "You must have talked to my assistant or secretary-treasurer; you didn't talk to me." Well, he understands the mistake was made. They don't do this any more.

Education a 'Tremendous Factor'

Education is a tremendous factor in this thing. It is a great barrier for the contractor, the apprenticeship program the same way, but it isn't correct. There isn't anything about this correct. We have decided if a man needs additional education, we school him.

We now have funds granted by the Federal government that we are negotiating into our contracts, what is called CAP. It is five cents an hour paid into a fund administered by the contractors, as well as the union, for the purposes of training people.

We now have a Federal grant. We are the 13th state which has about a quarter million for our schooling this year, starting the 15th of this month. In upgrading the Mexican American or a member of other minority groups, he has half a day of class each day away from the union halls. He is, in an arrangement with a contractor on a job, learning to be a hod carrier or a pipe layer or a fork lift operator or a miner.

Getting the Mexican American away from home is a nightmare. For some reason or other, he doesn't want to leave. He is a little afraid of the outside world, so you encourage him to go out to one of these jobs for his schooling. He goes into Denver, where our first school will take place.

Train for Better Jobs

There will be six from my area, six from Pueblo, six or eight from Grand Junction, Denver, Boulder, Ft. Collins, and these boys will be trained to upgrade them in their own chosen field of work, whether it is hod carrier, pipe layer, miner, or what. He is paid at the rate of what the unemployment rate of the state is, which I think in this case is $54, plus $5 for each dependent he has, to a limit of six, so, actually, he can go to school and learn both the practical and the book ends for $84 a week, if he has this many children.

How well this is going to work remains to be seen. We tried a pilot program in Pueblo, training 40 men. It worked out real well, except on the contractor's end. The contractor could assure him of work for the duration of this job, and then he is out of work. You have to have men, and you have to have the necessary amount of work for them to do. There is no use training men if you don't have any work. There is no use negotiating a school if you don't have any work. Both have to be tied hand in hand.

We have gone to contractors out around the state and said, "We want assurance from you that you will employ this man for a period of six months." If he is a small contractor, he can't do this, so it is the larger contractor that is picking this up, but we are turning out a better qualified semi-skilled man than the state of Colorado has ever known before.

We are broadening the scope of work that we do. We have organized Stress-Con, which is a pre-stressed concrete. Most of this is Mexican American manned, the first time they have operated under an agreement where these people were covered. Base pay was $1.60 an hour and it is now up around $2.60, with paid vacation, with hospitalization and retirement.

I negotiate with five sets of contractors at one time, and, believe me, all contractors don't think alike. When you sit with 26 contractors and they all got the voice of so many millions of dollars worth of work they contemplate doing in the state, it's not as easy as it sounds. Nevertheless, they went along with these ideas. One said, "Who in the hell ever heard of retiring a laborer?" and I won't say what I said in that meeting. I took about 15 minutes, and I didn't hear any more from that contractor from that negotiation to this one I am in now.

In our particular area we have the Air Academy, and it is $200 million worth of work built by the craftsmen in the area from Buena Vista to Colorado Springs, which is about 120 miles. We certified the welders, the Laborers had it completely all the way through, and set up a record of time and elements as far as production is concerned with these men.

There are many things that I think we need to look at in training programs and construction. You can only use so many people in a construction job and come out on it. The contractor has to make a profit, and he cannot have ten men to do one man's job. It isn't like Uncle Sam or the city production, where you got one man working and six of them watching him.

Now we come to the problem of how are you going to produce the jobs. In the state civil rights group which I sit in, we had quite a lengthy discussion. We have some surplus funds in the state of Colorado. According to the tax structure and the rest of it, we don't have, but we do know the money is there. Normal FHA loans in the state of Colorado for the housing industry total about $30 million a year. We feel the state of Colorado could loan $50 million to the hard core people for decent housing, not some fleatrap like they are living in now, where somebody is exploiting them at the tune of about $60 or $75 a month.

This is subsidizing in a way, but it puts the money into circulation, which brings increased income tax dollars back into the coffers. I have talked with attorneys and bankers and everyone shakes their head and says, "This won't work." I don't know how you are going to find out if you don't try it.

We have to, some way or other, see that man has some pride in what he does, pride in what he thinks and pride in where he goes, and he should be able to travel wherever there is a job, throughout this state or any other state. He will go where the work is. It is impossible to bring a construction job to a man's back yard, or a tunnel that is going through a divide. You can't bring it to Colorado Springs or Denver. You've got to take the man where the work is. You have to discourage the fright that he has, one of the biggest barriers I have run across.

Now, in the development of the homes for the elderly, we did it for a certain reason, a selfish reason; it was for employment of our people. We presently are running two BTC Apartments, one in Pueblo and one in Colorado Springs, which accommodate 276 apartments. This is not low-cost housing, but it is low rental. It isn't nearly as strong as it would be if you owned your own properties. We have yet to have one person out of the building trades make application to live in it. We got enough retired people, both in the Springs and Pueblo area, to fill five of them.

They are skeptical of it. It is a high-rise building. It's too fancy. They don't even understand the gadgets. It is air-conditioned. This is too good. It isn't too good, because they can live in it for $65 to $75 a month. This education is quite a problem in our people today.

INDUSTRY'S STAKE IN IMPROVING LOCAL EDUCATION—

Hightlights of a Panel Discussion

Moderator: GORDON L. KING, Assistant Director, Holloman Field Operations, Radiation Service Company

EDWARD N. HODGES, III, General Employment Supervisor, Michigan Bell Telephone Company

Dr. B. B. PATTEN, Coordinator, Guidance and Counseling Department, Albuquerque Public Schools

Excerpts from Remarks by Mr. Hodges:

I was asked to share with you Michigan Bell's adoption of Northern Senior High School in Detroit. This is a program that started last October. It was really an idea that came about as a result of the riots. As a matter of fact, our riots were still going on last July. I put together a series of recommendations of the kinds of things that I thought business and industry could do to help to prevent the conditions that create a riot atmosphere.

One of the recommendations was that a single company would adopt either a senior high school or a junior high school and this thing has grown so we now refer to our adoption program as an educational partnership. I'll have to take the blame for the use of the term "adoption". It does have patronizing connotations to it. But it was my hope that if any company would get into this sort of a program, it could do it with the same kind of thinking that you have if you become an adoptive parent, in which you say, "I'm going to provide everything that this kid needs." I was hoping that companies would think along these lines.

We have two basic objectives at our educational partnership at Northern: One, to help to prepare the students for the world of work and two, to aid the faculty in enriching the educational curriculum of the high school. Now Northern happens to be an innercity high school which is a ghetto school. It's predominantly Negro. However, the kinds of things that are going on at Northern, I would submit to you, could be done in any other school, whether we are talking about a predominantly Negro school or heavy Mexican American population, or what have you. If there is a school which, for whatever reason, is unable to provide all of the educational needs, there are some things in this which business and industry could use and do to help that school.

Point one, we are not trying to tell the educators how to run their business. As a matter of fact, we have been bending over backwards to make sure we don't get any of the educators' noses out of joint and thinking, well here is Michigan Bell, a big corporation, coming in and telling us how to run our shop. What we have said to them is, "We want to be the educators' assistants; you can call the shots, and we would like to try and provide such services as might help your administration, faculty, and the students to really have the best quality education that you can get."

First, let me tell you about a few of the things that we have going on there. I won't be able to get into all of them, but when we come to the question and answer portion, we'll probably touch on it. One thing, we have a school newspaper. We invited the newspaper staff to meet with our company newspaper management people to see how we go about determining the contents of an issue, the layout, how we select some photographs, so they could study this in the event we were doing some things that the kids at Northern were not doing that might help them to improve their newspaper. They could pick up some tips. Following this one-day session with our people, we told them, "Our people are available to you on a consultant basis anytime you want." So if one of the student writers has an article he wants to be kept to 300 words, he can call Fred Mitchell, one of the writers, and he'll spend some time with him or on any kind of a hangup, he'll say, "O.K. Joe, I'll meet you at school at 3:30 and we'll work on it," or the student editor could meet with our company newspaper editor on a layout problem or whatever it might be.

Another program that we have going there for both the first and last semester is what we call the employment readiness. This was a course added as a part of the economics curriculum which was taught by the company employment manager. Incidentally, this course was for the seniors who graduated last January, as well as those who graduated in June. He tried to teach these kinds of basics, such as good grooming that is expected when you are applying for a job, what to expect in the employment interview that takes place, what are these characters going to ask you, what should your responses be, what should you look for. He also spent a great deal of time working with the students on how to fill out an application form, pretty simple to most of us, but to a lot of kids, and certainly to many innercity kids, the kind of hangup they had in filling out an application form can be a pretty difficult thing. So he spent a lot of time with them just on this simple process, simple to us, but very difficult and complex to some of the students. I think the most important thing that he taught in this employment readiness course is that he exposed them to the kinds of tests that we in business and industry give to job seekers. As you know, we fill out all these tests on a scheduled time, two minutes for this section, two minutes for that section, three minutes for this section and 12 minutes for another section. In school, the kids either had the full class period or half a class period and were not running against the clock. We in business and industry have to run against the clock, so we want to give the kids some experience in this, so when they do come into the world of work, whether it is at Michigan Bell or anyplace else, the test won't be quite the horrendous kind of thing that they might have thought it would be. So this was employment readiness and, as I say, it was for the seniors because they were the first ones to go out into the world of work.

Project TEAM

We had another project, this one also for seniors, and afterwards for everyone else. We cut across the three grades, from ten to twelve. This is called Project TEAM, Telephone Experience and Motivation. We took 15 senior boys who were recommended to us by counselors. We weren't looking for the top kids; we said, "Just give us some kids who, according to your records, have an I.Q. of 100 or more who seem to be highly motivated, and find out if these kids want to learn basic electricity and telegraphy, and we will give them Saturday training in our company plant training school. We will give them $2.05 an hour while they are in training with us and those who are not going on to college, if they want to go to work for us, if they have successfully completed this course, they have got jobs." Well, of the 15 kids to whom we made a job offer one had a better offer from someone else; he didn't come to work for us. Three couldn't cut it because of some attendance and some disciplinary area problems. The rest of them did a good job and we ended up hiring them as installers and linemen. Two of the kids were so good we made them telephone repairmen which is one of the top six craft jobs in our company. Here we were with some innercity kids that supposedly wouldn't be able to cut this kind of thing and we ended up with this sort of a result.

Set Up Co-Op Program

One of the things that the principal was very hepped up on was jobs. His position was that if we can prove that we can come up with some jobs for the kids at Northern, it will make it much more believable to the other kids in the school as you engage in other projects which don't have anything to do with an immediate job right now. So for that reason, we engaged in a co-op program at Northern under the distributive education plan, where a kid works half a day and goes to school half a day.

Prior to this relationship with the school, we had never had any Northern students working for us. On a co-op basis throughout the year, we ended up with 28 kids on switchboard, clerical help and other types of production jobs in the telephone industry. We found a couple of kids who were good at stenography and put one in the Legal Department, key punch operators and this sort of thing. Northern has a data processing class. The instructor asked us if we could help, somehow or other with data processing. They had been exposing the kids to some of the elementary forms of data processing, card sorting, key punch stuff. He said, "I'd like for my kids to know something about computer concepts. Is there any way you can help us with that?" We had one of our systems analysts put together a special eight-hour training program in computer concepts for the data processing class. He came in and he taught this class on a part-time basis. On four successive Saturdays the kids went out to our computer facility to get some actual handrun experience with our computers and what they did during that time I don't know. If I had something to run through the computer, I'd be lucky to get it out at three o'clock on Sunday morning, but, somehow or another, those successive Saturdays, these kids were acutally out there pressing buttons and putting in tapes and all of the other stuff into those computers and it gave them the feel of this whole data processing, far beyond what they were getting in the classroom. As an aside, after he spent the first day with these kids, Pete Gossel, our man who is doing this, went back and rewrote his program because he had written it at a scale much slower than what these kids were actually capable of handling. He had the stereotype impression of Northern Senior High School in the heart of the Detroit riot area. He found that many of the kids were much brighter than he thought.

Retailing Is Taught

The school has a retailing program. We made available to the retailing instructor a couple of our marketing representatives. They had been teaching the kids a very narrow field of marketing, but by having our market representative come in from time to time, they were able to see that there is much more to marketing then just placing cans of peas on grocery store shelves. On several occasions, each fellow would take one kid with him and as they called on Michigan Bell customers the kid had a chance to see marketing in action, to see actually what a marketing man does, how we must know something about the customer's business, how we must know and be able to anticipate his questions and come up with all kinds of things that will help the customer, plus bringing in revenue to us, so this, we are told by the marketing instructor, really turned the kids on.

We have a device we call a teletrainer. It is two telephones hooked up to a tape recorder and operated by a battery. Over the years we have been using this thing to teach elementary school kids how to use the telephone. The English Department asked if we could help them with some speech improvement, so we made available to them one of the teletrainer units and, instead of teaching these high school students how to use the telephone, the English Department is using this device to teach the kids the kind of speech that is expected of you when you are in the business world. So a couple of kids would pick up the phone, carry on a conversation on anything at all, and one of them would say, "I live at 6750 West High Street," and, the other kid would say, "Hey, man, out in the business world you don't say faive, you say five." The first kid would say, "I didn't say it," and they would play it back and he would hear what he said. The kid could hear just what took place and they could criticize the inflection, the dialect, everything that goes on on any of the grammar or speech problems.

Start Charm School

One of our business office supervisors happens to be a freelance model, a very beautiful girl with considerable charm school experience. She said she would like to help. I said, "Great, Kitty, what would you like to do?" She said "I'd like to start a charm school or something like that." We discussed that with the principal. We went to see him about 18 times and he said, "Yes, this is just what I want." So the end result was that Kitty had about 25 girls in the charm session, over a seven-week period, teaching grooming, makeup, dress. She wove into this charm bit speech and some of the social amenities and some of the social courtesies, and she said she taught them how to speak and act on an elevation with people and not act like damn fools. I think this is a very important thing to some of these girls also. Here we gave them the living example of the success of it, because Kitty happens to be Negro. She is a living success symbol, looking sharp all the time, and she is working with these kids. It seems, according to the people at the school, that she served as a pretty good model for these kids to look at anyway.

We had one of our engineers, in the beginning at the request of the school, put into Northern a program which we had to drop later because they had no idea of the kind of services that we or any other business could provide. We had no idea as to what they needed, so we were constantly trying to keep from pushing them too far, but only dropping hints.

The head of the science department asked if we could have someone chat with some of them, with some math students, and one of our engineers, on several occasions, really as an aid to the counseling department, talked to these kids about the kinds of opportunities that are available in the scientific field, and various kinds of engineering. Hopefully he would stir up some of these kids to maybe want to go on to college and see some things that they had not seen before, if possible.

Develop Basic Course

The principal also asked if we could help with an electronics course for those interested in electronics. He came to me one day with the list of equipment that he needed to put in this course. He had not been able to get the money from the board of education over some two or three years, and the list of stuff that he wanted came to $45,000. I said, "Look, I know we are not to spend that kind of dough. Let us see if there is some way we can help you." So we got together with our plant department training people, who then got together with the Board of Education, Division of Vocational Education and our people put together a course in basic electronics and electricity, making sure that it tied in with what the school system wanted, because we couldn't afford to have something which is contrary to the regular curriculum. Our people wrote most of the laboratory text and materials and we were going to get this going but we ended up with our telephone strike in the spring and we weren't able to put this program into effect. It will start next semester, and we are giving one of our company people as an instructor to teach this course in basic electricity and electronics.

We've got a couple of programs going on this summer. One we call Project Thirty. In our plant we have some records that need updating. We arranged with the business education department to provide us with 30 kids with some clerical aptitudes, some typing, this type of thing. We hired two of Northern's teachers, and they have taken on this entire clerical project and placed it in the school. We are renting space from the school. We are renting the typewriters from the school and the other equipment, plus these two teachers who are supervising this thing. And these kids are on our payroll during the summer converting these records which need to be converted into our operation.

Another Summer Project

The other summer project is what we call Project Sixty. We asked the counselors to recommend 30 boys and 30 girls who they felt need remedial assistance, reading, writing, speech and whatever. We are taking these youngsters and giving them a half a day of remedial work and three and a half hours a day of vocational stuff. The girls for vocational training are getting clerical exposure. The boys are getting basic electricity. We hired three more teachers from Northern to handle this. They started work for us a week before this program was to begin. It starts this coming Monday, by the way. They started to work planning the curriculum, the methods and all the rest of it. This is going to be somewhat nonschool in terms of the traditional aspect, because it is not a part of the regular board of education schools. The teachers are hoping this will be an exciting thing in regard to remedial assistance. This program is going to be placed outside of the school. As a matter of a fact it is going to be in a Lutheran church which, I think, is a very important piece of involvement. This is an all white church in a predominantly white, middle-class neighborhood that has made its facilities available to these kids to get this kind of training. So we have got some more involvement, don't you see, of some people who care. We are paying each of the kids $5 a day attendance to get them there and to keep them there so that they can really be learning the stuff that they need to learn. It is our hope that, come September, perhaps some of these kids will be brought closer to where they ought to be because they are all lower type students; they are all students that really need help the worst kind of way. The setting will be in a nonclassroom way. We are not using school furniture. They are going to have lounge chairs and tables. Everything is going to be as nonschool as we can possibly make it. The kids will have their lunch right there at the church. They will have the cook who will be preparing the lunch for the kids who may be paying for their lunch, but those who can't pay for it will be able to get their lunches on credit.

We will be using a couple of the students to handle the bookkeeping in terms of the payment of all this because this, too, will be giving them some additional experience.

Excerpts from Remarks by Dr. Patten:

Four years ago, approximately, a group of men representing business and industry here in Albuquerque got together through the auspices of the Chamber of Commerce and dug around a little bit and got a few other educators with them. They were interested in what can business and industry do with education in order to make use of more of the resources available in their local area. They were realizing that they had to go outside for many of the jobs they filled and still, at the same time, they were interested in the community growth.

The educators began to take a look at the number of youths they were losing through drop out, push out, the number of youth who were not equipped to take many of the jobs that were available. We got information from our employment services as to the facilities that we have here with regard to what was happening. There is no doubt in our minds that many things happen because of social conditions which make it impossible for many youths coming through our school systems to equip themselves for work or in the field of work. The American ideals and values about work just do not hold up, do not fit, and I think this is probably reflected in the industrial and business world. What can the schools do to upgrade students and make them more capable and bring up their capacity so that by the time they reach the age of contribution of work, they are more adaptable as to the kind of work they can do?

About this time Plans for Progress came along and established its vocational guidance system for the students and some people, like Fred Leckman here, received word from them that Albuquerque might be considered if we could do something to establish one of these groups here. They set up some guidelines and some objectives and I would like to, just briefly, throw these objectives out because they will be related to what I want to get into in just a moment.

Number one, providing job opportunities for youth by making employers and the schools aware of matching potentials to job demand.

Number two, increasing the counselor's knowledge about changing employment conditions and opportunities, particularly for minority youth. This is one of the big issues that we have here. I have gotten quite upset as I stepped into the area of what is the value placed upon jobs. The schools have been particularly negligent of the fact that we place top value on professional jobs and then go down the ladder, with jobs at the lower end of the ladder having no value. We are recognizing, for instance, that in our elementary schools very little is presented in the way of work or the value of work. We are recognizing in our junior and senior high schools that most of the students don't even know what their parents do. There is not much relationship to, or contact with, the job market. It is the doctor, the lawyer, the professional jobs that receive most emphasis and it is a college program and this is where value is placed.

Prestige of Jobs

I think it behooves us to understand that many of the students dropped out of school because, in reality, they realize they can't go to college because they have not the finances. They have been sold on the idea, and it is hard for them to accept jobs of lower value, or of no value because, to them, it doesn't make much sense, and it doesn't contribute much to self-worthwhileness. We have got to find some way to get students to realize that there is value in other types of jobs.

One of the things that happened to us in our recent institute was that we heard about a 16-week program where they are training non-skilled people to become skilled laborers and these people, if they work full time, earn up to $14,000 a year, three dollars and something an hour. As one of our counselors sitting here with a Master's Degree said, "My God, that's about the amount that I make." There has got to be some realization that the values may be misplaced and get this communication across to the students from the elementary schools on.

Another objective here was assisting in the establishment of regular communication between school administrators, teachers, counselors and industrial personnel, including personalized supervision on the part of personnel directors. We have learned a lot these last two days and this morning in regard to the need of working with front-line people in the world of business and industry. There is no doubt in my mind that, as we change the job classification for skills required, we can no longer turn to the DOT or similar kind of material to get this information across to students. They will dismiss it, they will not read it. It has no meaning to them. But if you get right here in the local area and look at the jobs, they can relate to the jobs in a meaningful way. They can see people taking home paychecks. They can smell, taste and feel it. Then the job skills take on meaning and they begin to realize they have the capacity to fill and hold these jobs. Therefore, the communication with business and industry locally is very necessary as an objective.

Another requirement is enhancing an understanding by educators and counselors of the attitude which economically deprived youth have toward such matters as employment. It is very important.

Change in Attitudes

There is a change in the attitude of educators in the areas of optimism, realism and commitment and finally in providing the basis for a continuing program throughout the year. It is one thing to get all enthused and set it up for one week and then forget about it. It's another thing to be able to implement such a program that has meaning throughout the year.

I don't think Albuquerque is much different from any other large community, in that we do have pockets and areas of economically deprived youth in this area. I can identify the pockets and I also say that 60 percent of the pockets are made up of people of a Spanish surname. We need to find out who these youth are, what they have to deal with, what are their realities, so that we can better make a program in education for them.

Now, I would like to get into, just briefly, what we did in terms of an institute, backed by Plans for Progress that made this possible. Three years ago we set up our first institute. We selected 30 counselors and principals of secondary schools, primarily in areas which are pockets of deprivation, to participate in this institute and to work with industrial and business representatives to try and get at what some of the problems are. I think business and industry, very sincerely, did a very good job of getting across information from the management and labor standpoint as to what the problems were. The second year we did a little bit more in terms of process work. Business and industrial firms here locally were able to release some of their first-line personnel to work with the counselors and principals in terms of looking at the problems so they would see it from both sides. This took a little bit longer time and it was give and take, but they came up with a way of allowing the counselors and principals to gain, from experience in the field of business and industry, a different look at what was happening in terms of jobs.

Social Conditioning

We felt that the people coming together had some social conditioning themselves which they needed to take a look at before these experiences would have too much meaning. Therefore, this year we set up a two and a half day sensitivity grouping for the participants. We broadened our base. We have about 50 percent Spanish surnamed participants, along with Anglo. We had one Negro as an Assistant Director for the institute, and we brought these people from several counties, not just from Bernalillo. These people didn't know one another, so we felt that, in order to gain a purpose, they needed to know one another and also take a look at what the objectives are that I just read. That two and a half days was very sensitive, to say the least. These people, quite frankly, turned on me as a director, they turned on those people who supported the institute, they felt that they were being put upon to go through this very painful experience.

They had to get out their own prejudice to advise us of things that were blocking the types of looking at the objective that we have. However, I would like to say that, after the two and a half days, these people gained a great deal out of the setting and they were able to break down the barriers. They were able to get acquainted, they were able to take a look at why they probably wouldn't have gained much from the experiences that followed if they had not had this kind of experience.

Middle Class Outlook

What I am trying to say is that these people had an idea and social conditioning which was middle class and, even though they talked about the problems, they really couldn't overcome their own conditioning in such a way that these experiences became meaningful. During the two and a half days they had six two-hour sessions, working up to ten o'clock at night. They finished this up at approximately noon and on Wednesday noon we took the whole group to the Juvenile Detention Home here. We gave them tortillas and coffee. We stripped them of all their identification, gave them 20¢, gave them an itinerant classification, and put them into the environment to survive for two and a half more days. This didn't give them much time to reflect, just going from one experience into another. They knew they were going to get into some of this. They didn't know exactly what the assignments were. During their sensitivity training the remark came up many times, "I don't need this kind of experience." Several of them said, for instance, "I was raised in a deprived family. I know what deprivation is. I don't need that kind of experience." What they were really saying, as many of you would say if you were faced with the same type of a situation, was "I'm scared; I don't want to go into this thing; I don't think I can hack it. I don't really want to find out how I am going to react to living in a deprived area here, or I don't think I could communicate with these people." What came out in the sensitivity training was their own fears and their own attitude toward who they as themselves were going to be. By the time we got through the assignments many things happened. They would say to me, "I can't do it, my husband is out of town." We had 12 women out of the 30. They would say, "The kids are going to be alone; we can't get a babysitter." The men would say, "I don't think I can do that; I've got a backache, or a doctor's appointment, or my aunt and uncle are coming to visit me," all kinds of reasons coming up there as to why I should not assign them to one of these tasks or tests. By the time we got through it on Wednesday noon at the Juvenile Detention Home, not a single person there was saying anything else but what's my assignment. I think this is very necessary to point out. We made the assignments. Twenty of them were put out in pairs. We had used the Southwest Opportunity here to identify families of deprivation in the north valley area and the south valley area where we have about 45,000 people, 12,000 families, not all of them representing deprivation, but this is certainly a large pocket that we have here, and these were homes of deprivation that they were going into. They went out in pairs into these homes, and the other nine or ten people were placed upon the streets, just dumped in downtown Albuquerque, but they all had specific assignments. What happens, what are the resources in Albuquerque, how do you go about getting a job, what are the things that can be done, and with their identification, what could they do about it, how could they survive two and a half days?

Interesting Reactions

Some very interesting things came out of all these kinds of experiences. We had to be back in the downtown area the second day, after spending all night, just to get a halfway point reaction from them. They said, "How do we get back there?" We said, "We don't know, just get back there." They all did get back but many of them found out they walked. The bus came along, but you would spend your 20¢ on the bus, so they walked or hitched a way, most of them. Most of them had their 20¢ by the second day.

The comments that were made at this point were quite interesting. Some of the women, for instance, broke out with hives from head to toe. Some of the men could not tolerate the situation any longer. They were living in homes with six to 14 kids, depending upon the home they were in. The largest home had two rooms, possibly three, if you counted the bunk out back. This was the situation in which they had to live. They also had a task to perform. They were told, "It's not just go out and look at poverty; we think you know poverty or you've seen it. It's not hard to observe poverty, you have the outside toilet, you have the junky yard and all this sort of thing. But what is the relationship to jobs? How do these people survive? What kind of work do they try to do? What is blocking their way from working? Try to find out in this home what this whole relationship is."

One of the families mentioned that the father was trying to establish his own business.

He was painting cars. He set up his own business and what they found out was that the city came around and told him he couldn't paint cars in that garage unless he got a new roof and he couldn't paint cars in that garage anymore because he didn't have money to get a new roof. He and his 12-year-old boy sanded off two or three cars somewhere else, I don't know where, painted them and brought them back to deliver. But there are a lot of obstacles to these people making a living and yet they thought they were pretty resourceful.

Solid Family Units

Many of the women out in these homes found out there was a lot of love in these homes, with all the deprivation, with all the other things that were going on, because the family units were pretty solid. And all this was quite a revelation for a counselor, a more or less middle class value person, a person who is in a personnel office of business and industry. This was quite a revelation for them. They found out why the kids were not timely; they realized the reason why many of the kids wanted early lunch period in school. They had just arbitrarily put them in one, two or three. The early lunch period was a big thing out in these homes because these kids had no breakfast and they were hungry.

From here we wanted to go to the third part: How did they take these experiences, all these kinds of revelations, to use the sounding board in business and industry and what effect had it? So we spent a week following these experiences, visiting business and industry, working with first-line personnel, those in personnel work, establishing what are the jobs, how do they get into them and what are the skills required? What can the schools do about it?

I think the point got across that every time a student drops out of school, the school has failed in some way. Everytime a young adult can't find a job, or find work, the society or culture in this field has failed in some way. We are beginning to look for different kinds of answers. Well, this experience provided that kind of approach, to have these people take a different look at what they are doing, to teach the students how to make them more adaptable and more oriented to becoming a contributing part of our local area.

The third week was spent in putting all these thoughts together and getting something in a written form for meeting together with groups of business and industrial people to implement some kind of a program. What would they do with all this information that would make sense, starting in September, throughout the next year? Our previous experience has showed us the benefits of just meeting people out in business and industry, of getting to know one another. You don't have to be so afraid of one another. Nobody is really out to chop you down. You know and you understand a little bit more of what is going on. We can have people in to talk because we don't have to worry that they are going to contaminate us. Business and industry could have some of these counselors bring kids to them and they don't have to worry that they are going to get stuck with incompetence. These kinds of barriers were broken down, as a result of this institute. I think we are going to see the results of the work of the past two years. We hope that this coming year we will have more kids getting the benefit from this kind of a thing, this kind of a program.

Education is one of the first areas that a child can develop success patterns. We have done a good job of developing failure patterns. I have often pointed out that we tell a kid how many things he missed in school and we suspend him several times and develop failure patterns to where a kid will drop out of school. A kid is also successful in many ways and if we can concentrate in this area, we can develop success patterns so that by the time they do get to work, they are out of high school and you have a different type of student that you must deal with.

Excerpts from Remarks by Mr. King:

This gentleman here a few moments ago brought up an interesting problem. He said, so much of our time is spent on trying to correct deficiencies after the deficiency has occurred; in other words, after they are drop outs, then we try to do something about it. Why don't we try and eliminate the drop outs and eliminate that problem? Now down in Alamogordo, a small city of 25,000 people, we tried to do something in this particular area. We have a day when the business leaders of the community and Holloman Air Force Base, which is the main industry in the area, go into the junior high schools and try and emphasize to these kids the necessity of continuing their education, because in Alamogordo, we have found out that about the ninth grade is where they drop out. If we can get to these ninth graders and emphasize to them the importance of completing their education, you have got half the problem licked before it is started.

To give you an idea of some of the techniques I have seen used, and I have used them myself, we actually take employment applications into the junior high school and give them out to the students and go down the items, one by one, in those applications, pointing out to the students how today they are basically completing that application form by what they do in school, by the relationship they have with the police department, the relationship they have with part-time jobs, their summer activity, their school activities and so on. I think this has been a very constructive point of view that we have followed in Alamogordo, and I might suggest some consideration along this line.

It seems to me that one of the things we have talked about here, in general terms, is that somehow education in our country must bring out and emphasize the value of work.

AGENDA FOR AMERICA—

Excerpts from an addess by ROGER W. WILKINS, Director, Community Relations Service, U.S. Department of Justice

Recently, in Washington, we were visited by some wise men from the West. Among the visitors was Reis Lopez Tijerina, Rudolfo Gonzales and a great man who, I believe, was named, I am not sure, but I think his name is Chief Big Bear. He made an enormous impression on the guards at the Supreme Court and also on my four-year-old son. Chief Big Bear was among the Indian people who attended the Poor People's Campaign. My son attends a private school right across the street. During the day my son saw Chief Big Bear in full regalia going to demonstrate. My son said, "Hi Chief," and the Chief said, "How Boy," and my son was very proud, but given a few years, and seeing with his eyes some of the conditions on the reservations and black ghettos, he would see there is something dreadfully wrong with the United States of America, something dreadfully wrong.

I hope that those of you who know of the Poor People's Campaign only through the press will not be deceived by the newspapers or magazines which carried stories about Resurrection City or leadership of the campaign unless the truth was made known that it was a clear example in our lifetime that there are many hungry Americans, millions of unemployed and underemployed Americans, millions of teen-age Americans, impatient Americans, who in one way or another want our society to come to terms with them. That, my friends, is a message that we will ignore at our very great peril. The Poor People's Campaign in Washington simply dramatized the fact that we all know that this is the time of enormous change in the United States of America.

According to the statistics, we Americans started this century with 176 million people. We will end the century with some 330 million people. When we started this century, the population was 80 percent rural. Today, we are 60 percent urban. Only one in five live within five miles of their work. Whereas in the past only a very few ever traveled more than 50 miles away from home during their lifetime, now only one in five live near where they were born.

Some of you, I am sure, have some sons and daughters who are in college in 1968. College freshmen were six or seven years old when the first television came in. Television is the constant companion of these people. But if a person is black, he has no conscious memory of the time prior to 1954 when we read the Constitution of the United States to mean that black people were constitutionally inferior. The great statesman, Benjamin Franklin, at the time of the American Revolution remarked that almost every society in history has depended upon the resignation of the poor, depended upon the poor being resigned to their fate. The poor in America today are less resigned to their fate than at any time in the history of this country.

This, indeed, is a time of turmoil and tumult. They are relatively full of disquieting events, full of terror or full of excitement and opportunity. It seems to me that the choice is ours, whether it is a time of peril for us or a time of opportunity. It seems to me, also, that one of the great reasons for the turmoil and tumult is for the purpose of oversimplification; at least, there are two views in the United States of America. One is what I call the suburban colored glasses, best illustrated by T.V. commercials of people smoking Salems in a sail boat with a blonde. Life isn't that rosy for anybody.

Many Americans live in a society in which the schools are pretty good, where there is a responsive and sympathetic police force, where the city and other public officials understand their problems and are responsive to their needs and nobody is "threatened by a nigger." We live in a society in which we, in our personal lives, personal bank account, personal stockbrokerage account, feel personally the impact of a gross national product that has risen since 1954 in dollars, $350 billion, to the present economic boom at over $800 billion a year. Many of us here in this room have felt that in the wallets in our pockets.

For us, America has worked very well. American schools and American institutions seem infallible, but there is another group of Americans who have had to face a very different reality. They see America's failures. In the midst of their daily lives they see rotten schools. They see police who are sometimes brutal, sometimes corrupt, and sometimes incompetent. They attend schools which teach them nothing else except that they are inferior. They see nonresponsive politicians and view them as democracy. In this affluent society you and I throw good food down the disposal after almost every meal knowing that there are American citizens who are starving to death.

Millions Are Hungry

Millions of American citizens go to bed hungry every night. They do not see America through suburban colored glasses. They see the crushing reality of broken spirits because of the closed doors of uncommunicative minds of a hostile society. Now those viewing life from the first reality, the reality which you and I look at, find it hard to grasp the horrors which are reality to that second society. We think of the practices and the institutions of this society that have served us so well and that anybody who is not well served by American institutions must be a failure. It can't really be the institutions. They have worked for others.

A friend of mine told me a story and I think it bears repeating here. She was doing a piece on Mexican Americans in California. She went to a school. She attended a graduation and she saw the high school kids arrayed on the stage facing the audience. All the Anglo kids were in front and all the Mexican American kids were in the back. She asked the principal why that was. The principal said, "Well, first of all, it makes for a neater looking stage, and secondly, the Anglo kids participate in the ceremony and if they are in the front they can get up to the podium more rapidly." So my friend said, "Well, don't the Mexican American kids ever participate?" The principal said, "No, we tried that once about 12 years ago and the girl just got up and mumbled so we haven't tried it anymore."

Now, that's not a story about something that occurred in Mississippi or some other rotten place, it occurred in the enlightened State of California. It didn't occur in 1930 or 1840, it occurred in 1967. That is one example of the effectiveness of American institutions.

People viewing America from that first reality I talked about think that the answer is for everybody to become white and middle class, whether their faces are brown or black or red. They think the thing to do is change everybody to be white and middle class, even if anybody doesn't really want to be changed and become white and middle class with the same cultural values. I say those who believe that are basically wrong because there are other cultural values. This is basically harmful to our society. Those views are great impediments to the kinds of social change that will make this great society healthy and get us through this time of great peril.

Seek Full Citizenship

Now these citizens who are not white and are not rich—but they are American citizens—are telling us that they are going to be Americans. They are telling us they are going to be Americans now. They are telling us they are going to be Americans on their own terms. I think that is a good strong, clean, clear message. They are saying that they are conscious of the worth of the culture that our ancestors brought to the society, that they are conscious of their own potentialities as human beings, regardless of the non-white state of their skins. They are saying to us something even more profound. They are saying that America really should not have been a melting pot, that red people, brown people, black people or yellow people give up those things in their culture and heritage and practices and their patterns of life which are valuable to them. They are saying, rather, that it is precisely those things that make America a rich, full and strong country.

Now those of us who manipulate this society and manipulate its institutions have faced challenge after challenge after challenge from poor and deprived people and we have failed time after time after time to respond adequately to the challenges of the poor. This is best illustrated in the State of Mississippi. Dick Gregory, now actively engaged in the Indian Fishing Rights dispute in the State of Washington, fought to get food to hungry people in Mississippi in 1964. One of the young civil rights workers came to him and said, "Mr. Gregory, we believe you are an opponent. We believe you came down here to enhance your own prestige and to enhance your own career and get more money for yourself, but as long as you are going to feed hungry people that we care about, we will enable you to do what you want to do. We want you to understand this is a nonviolent campaign and anybody who participates has to be nonviolent and if you can't be nonviolent we are going to break your neck and put you on a plane and send you back to Chicago." He waited for a while and then he told me the fellow who said that was named Stokely Carmichael. This was in 1964.

Speak Different Language

We have continued to meet the challenge that those kids were hurling at us in 1963 and 1964. So now Mr. Carmichael and Mr. Brown are saying, speak to us in a different language.

The young Mexican Americans I have talked to around this country speak in a harsher language than their older counterparts did, some years ago, some months ago. A distinguished white person from Mississippi sent a message to me surreptitiously and asked if I would meet him quietly and out of the limelight in order to discuss matters of great mutual interest and I said that I would.

I met this white Mississippian very quietly and he said to me, "We, in Mississippi, know your Uncle Roy. We know the NAACP. We think that the NAACP and your Uncle Roy are right. We, in Mississippi, want to change. We need to change. Please get your Uncle Roy to come down to Mississippi and take over the civil rights people in Mississippi."

I said to him, "You had your chance. Roy Wilkins went to Mississippi in 1935, in '45, in '55 and in '65. You didn't respond to this challenge then and now it is too late for you to deal with him. This is the story of Stokely Carmichael." So that man went away disappointed.

First, I suggest to you that we must deal with where we are today. We must meet today's challenge of the poor and the nonwhite because they challenge us to do the things that are right. Secondly, we must meet those challenges and face them honestly and change, because, if we don't, God only knows how the next set of challenges will be framed, how ugly and awful the alternative we will face.

In view of community relations, a community that is rank with strife, that is floundering, a community that doesn't know where it is going, is not the same as a community that is growing and moving effectively. The difference is that of the role that the businessmen play. When the business community sees a need to change, the business community takes over and grows from there. We understand this community. We understand that we have not done all we should have done. We understand that there are great things out there that we don't understand. We understand that there are problems that need solving. We understand that there is a pool of labor that we have not tapped and we want to change and we want to move. We don't want to sit here and respond to crisis, but move ahead effectively and affirmatively. In that kind of a community we have some hope of peace, we have some hope of harmony.

A Long-Range Task

I would suggest to you businessmen here that you learn from these minority communities in your city, that you approach them with a great deal of humility and with a sense that they have a great deal to teach you. Now you must know, also, that there is a great deal of anger, a great deal of harshness and sometimes unsophistication and it is not an easy task. It is a long-range task. It's not going to be accomplished in a day or a month or a year. We've got to keep at it, but to do otherwise would be foolhardy.

I understand the Mexican Americans and Indians here at this conference laid before you certain proposals and suggestions that you place contracts in ways to promote these employment policies, that you invest in ways to enhance employment opportunities for minority group people, to provide technical assistance, to find new ways to provide that technical assistance, so that the minority groups who are in business or trying to get in business have a variety of approaches for suggested involvement. Without endorsing those proposals, without having studied them very carefully, it seems to me that this is precisely the kind of challenge that I am talking about. This is precisely the kind of a challenge that white America has flunked over and over again. And because we have flunked the challenge over and over again, we are at the impasse where the President's Commission on Civil Disorders said about black and white race relations, we have two societies, separate and unequal and the country is in great peril.

I suggest to you that the road out of that peril is to view such challenges constructively, openly, hopefully, and to see them as signs of opportunity to make America whole and rich. Minority groups in this society have been coming to white Americans and those nonwhite Americans who run the institutions time after time in our history and time after time we have turned them away with unsatisfactory answers. I suggest to you that the time is over for unsatisfactory answers. We seem a common people here in Albuquerque today, but I can assure you, having the responsibility for looking at racial minority problems across this country, there is very little peace in the hearts of millions and millions of poor Americans.

Finally, I think you should know that this is not a Mexican American problem or an Indian problem, or a black problem. It is an American problem, principally a white American problem. The problem is to deal conscientiously, humanely, in an understanding way with the people and cultures that are not essentially white. In essence, Mr. Employer, it's your problem and the problem of people like you across the country. It's not Lyndon Johnson's problem, Richard Nixon's, Hubert Humphrey's or whoever is President; it is not solely their problem. The answer is going to be found in your communities across the country. It seems to me that it is up to you and business people like you whether this country survives or not, or is to be torn by dissension. The issue largely depends on how you meet the challenge of this test.

CONFERENCE CRITIQUE—

By Dr. C. J. ROBERTS, Director, Extension Office, University of Oklahoma; Director, Model Cities Program, Tulsa

(Editor's note: The following critique of the conference was presented by Dr. Roberts at the concluding session of the Conference. It was based upon summaries prepared at a working luncheon of the views of individual participants about the main subject areas covered at the various meetings.)

All critiques began with usually three points of concern. First, the mechanics, then the back-up, and then perhaps resolutions and/or recommendations.

I'm going to skip over the critique of mechanics right rapidly in that all of us are aware of the difficulties brought on by the kinds of mechanics that we get into, with loud speaker systems, outdoor eating facilities, and so forth. So we'll just bypass the mechanics part of it. I will leave it up to the conference officers to take note of the inconvenience caused by certain mechanical difficulties.

There are several general approbations to be made quickly, that seem to be some of the undercurrent of the general themes of the entire conference. It appeared that there was a decreasing concern that what we have here is less private mindedness and an increase in public mindedness. In consideration, we are beginning to realize that justice is different from law. Several of the speakers hammered on this. Several, at the same time, indicated, however, without obedience to others, there is only chaos, therefore no possibility of justice, and injustice is the end product.

In our deliberations thus far, there is increasing evidence of public consideration over private interest. In short, there seemed to be several theological considerations, one of which was the theological axiom that being your brother's keeper all of a sudden takes on more of a practical value, not just a theological value; that there are also practical and philosophical reasons for being your brother's keeper. Repeatedly, this came out in some of the presentations.

In most of the afternoon and morning panel sessions, it was frequently noted that in comparison physical city planners in the past have been planning without considering the socioeconomic and cultural values. To state the attitudes of a value system that had to be considered in communications problems, their plans are impossible to execute. I guess the best illustration that comes to mind is that we have the know-how to eliminate garbage, all kinds of garbage disposal, and yet for several days it collected waist deep in the streets of New York. The point being that communication was the prime concern. Attitude and values was the prime problem. Technologically, we knew how to do the job but not without the will and the disposition.

Repeatedly, it would seem, throughout the conference, that many of the things that need to be done, we know how to do. The whole issue is the disposition to do them.

Third, single purpose planning has now given way to multipurpose planning, which requires coordination. I think we had a fine illustration of it in this session just prior to coming to lunch. It seems to me that some of the industrial boys got their feelings hurt. They thought all was peaches and cream; all was harmony. It seems to me that some of our Mexican Americans have also got to consider cultural, communication and language barriers. It seems to me there was coordination on the part of all agencies present. A coordination and cooperation which, incidentally, when it is fully effective, always exposes one another and serves to keep the spotlight of honesty upon us and therefore you have less possibility of what amounts to empire building, when this can be truly effected.

I would like to observe that somehow or another I, personally, never came to grips with any single thing in this conference. If anything, I serve a private interest, if you will, industry, seeking and somehow or another not quite hitting the Mexican American and the Indian American. Those who represented NAB programs and CEP programs and the Indian American, somehow or another we had too many separate minds that came to this conference and we talked beyond and past each other entirely too much in the first real confrontation that came at the point of a resolution. I thought that was interesting enough to at least mention in this context.

Effects of Urban Growth

The problem of urban growth becomes painfully clear to us and we are aware that the social strains produced by urban growth respects neither major party nor any interest in the past nor any vested interest at this time. Rather, increasingly, we will all be looking to one another for our common solution and our common cooperation toward these urban strains and the urban problem that causes these strains. Finally, through all of the recent social legislation this impact has been increasing or causing, if you will, increasing expectations on the part of the minority groups.

These minority groups have now expressed frustrations because their expectations are not met as these programs get bogged down. I cite the Model Cities Program of Tulsa, of which I am Director, OEO programs and a variety of other government programs, NAB and CEP, and a variety of these other labor programs. When they come to bear upon these communities they will necessarily have some excellence, excellent educational exposure to the very people that the program is supposed to serve.

This gets us back to the observation that frequently came out in private conversations, among some of you that I overheard: We really did not have anyone here present for whom this kind of program has been literally effected. Therefore, we don't really have communication, except with each other, as those of us who are responsible for the programs.

Another item is that the traditional, although unofficial and unannounced, containment policy still lingers around in our conversations. That is, in the treating of minority problems, it is no longer possible to live with this polarized position of arguing from on the one hand, gradualism, a plea for gradualism, and on the other hand, the extreme preferential treatment of minority groups. Somehow or another we have got to come off of that particular hangup or out of that kind of box and begin to talk about partnership at every level, if we hope to do anything effective in correcting the conditions.

Marginal People

Finally, the honest recognition that we have got a population destined for some time to be marginal people. I think this did not get expressed but certainly it was implied too many times. I think we are going to have to start voicing this openly. But to come before an audience and say, as one speaker did, that we have run out of time is illogical and inconsistent and there is no point in addressing ourselves to the problem, if we are totally out of time. I am arguing simply that what we have got to understand is that we have this problem with us and it will be with us for awhile and it will be a good while that we will have this marginal group of people trying to break in on the market, the labor market. We might just as well settle down to the long, hard pull. This gives rise to a variety of recommendations, as a matter of fact. The first is that we go home and we replicate such programs as this through our Chambers of Commerces, that we go home to our own plants and to our various activities, agencies and institutions with which we have contact, and try to do these kinds of programs.

Secondly, you have policy statements adopted, such as those adopted at this conference, at the local level.

Third, to support the Southwest Redevelopment Corporation, a direct invitation or confrontation, if you will, that came out of this conference, that leaders of industry, can, it seems to me, be very instrumental in raising the billion dollar backup for such a corporation as was proposed in yesterday's session and referred to again this afternoon.

Power to take on educational systems in our several communities to get actively involved. Several of our speakers referred to this repeatedly. One referred to it last night as a gatekeeping situation where we keep screening out the people from getting into the system. He kept referring to the educational system, the speaker yesterday and the day before, and then again, it seems to me, last night. He refers to the 80 percent drop out in one of the major institutions in our country which would not be tolerated in any other institution. Repeatedly, and I would report to you that we begin to take seriously ways and means that we take on the educational institutions of America and try to coordinate their effort to try to get CEP and NAB to keep from fussing with each other and settle down to some kind of cooperative and effective reasoning concerning the programs of employment that are available through the singular sources of Federal dollars.

To coordinate these efforts is getting to be a massive task, to review the credential system, which is another way of saying take on the educational system, but, along with that, educational systems that are informal, as well as formal, potentials of labor unions, potentials of institutions of higher education, and I think he said credentials of particular city groups.

Several industries in the East, whose representatives are in this general area, the Southwest, are beginning to find ways and means to get a redistribution of some of the funds being spent strictly on the Eastern seaboard. If their management people go back and look at their fair practices policy and your supervisory level people and begin to recognize that you may have to have top level management to effect these policies, but your supervisory people are getting the sand out of the policy and when you get these supervisory people involved in such conferences as this, they will not shipwreck what your good intentions have been.

We really have worked in MDTA and NAB to come out with important programs that have real personal impact, such as were referred to today by one of our speakers. And these programs represent such a small budget, for that piece of legislation. Talk to your congressmen and try to help them improve the sizes of the allotments for those kinds of programs.

Then, finally, the testing and job personnel instruments are desperately needed, tailored to serve the needs of the Mexican American.

COMMUNICATIONS TO THE CONFERENCE

Telegram from Secretary of Labor W. Willard Writz:

"You and the many employers participating in this important conference have my warmest wishes and sincere support in your significant effort. I see in your agenda an awareness of the obstacles that we face in achieving better living and employment opportunities for all our people. There is always a clear indication that you are going about meeting these problems in a proper and effective way. The active leadership of a business community is an essential element in this effort. I am proud of the fact that government joins hands with you to move ahead."

Excerpts from Telegram from Senator Joseph M. Montoya:

"My heart is a hundred percent with you as you seek to get at the root of these dilemmas that can and must be solved. One end product can be a full sharing for this significant portion of our Southwestern community. Another can be further corporate and business success for companies and enterprises, opening up training and competitive doors to these citizens. Industry and business are to be earnestly commended for being willing to take unskilled and undereducated people in order to teach them technical skills and give them vocational education. You are making an investment in people that will be repaid many times over in human as well as dollar terms."

Excerpt from remarks by the Honorable Pete Domenici, Chairman, Albuquerque City Commission.

Let me tell you from the City of Albuquerque, and I mean the whole city, we are pleased that you are with us. It is my privilege rather frequently to welcome groups to our city. I can tell you with all sincerity that no group, which I have had the privilege of welcoming to our city, do I welcome with more sincerity because few, if any, have such a tremendous endeavor, such high objectives, and such urgent demands that you are joined together to try to solve. It seems rather superfluous that one such as I would even try to stress the urgency of this conference and your individual and concerted endeavors and objectives, because I think all of you know far better than I that the task that you undertake is not one which can be taken lightly. It's one that must be solved. There is no way around it. You, from the private sector, must try to solve it. Government must work with you and together perhaps Albuquerque can look back in a few years and say that as a result of this conference more strides have been made in this very, very important area, this trouble spot in our society of equal opportunity and job opportunities.

3

RESOLUTION AND RECOMMENDED POLICY STATEMENTS

Policy Statement Recommended by the Mexican American Resource Personnel

In recognition of the vital role which private enterprise must assume to accomplish constructive social change, the expansion of economic opportunity and the achievement of equal employment opportunity, we pledge to bring our purchasing and investment practices into accord with the following policies:

(1) We pledge to give positive preference in the letting of future contracts to enterprises which take conspicious and positive action which results in equal employment opportunity or which are owned or operated by Mexican Americans, American Indians, and Negroes. In addition to the regular supply contracts, particular attention will be given to contracts for construction, food services, maintenance, legal services, transportation, banking services, advertising, and public relations, insurance, and rentals.

(2) We pledge to establish purchasing guidelines which will provide selective placement of contracts to aid and encourage new enterprises owned and/or operated by Mexican Americans, American Indians, and Negroes, and which give preference to suppliers who locate plants in economically depressed areas of the Southwest.

(3) We pledge to render upon request, technical assistance in areas of marketing, production processes, and management to businesses owned and/or operated by Mexican Americans, American Indians, and Negroes.

(4) We pledge to give positive preference in the placement of investment capital to enterprises which vigorously pursue practices, which result in equal employment opportunity and make available investment capital to operations which pursue policies which encourage the development of enterprises owned and operated by Mexican Americans, Negroes and American Indians.

Policy Statement Recommended by the American Indian Resource Personnel

In view of the critical economic conditions of the Mexican American and American Indian people of the Southwest, it is necessary to broaden the economic base through the creation of a new industry where they live.

We, the employers participating in the Southwest Employers Conference, pledge our efforts towards the establishment of a Southwest Economic Development Corporation financed by American industry committed to the goals of this conference.

This Southwest Economic Development Corporation will provide the risk capital for new enterprises locating in economically depressed areas of the Southwest.

The amount of capital necessary to undertake this effort would require a minimum of 20 million dollars.

We, therefore, authorize Plans for Progress, the Community Relations Service and the Inter-Agency Committee for Mexican American Affairs to designate a 20-member Steering Committee composed of ten representatives from industry and five each from the Mexican American and American Indian communities to meet no later than 60 days from today to formally establish the Southwest Economic Development Corporation.

Resolution Adopted by the Conference

RESOLVED: That this Conference, in General Assembly, endorses the policy statements as presented by the Mexican American and Indian Resource Personnel and hereby recommends that the industry representatives take the policy statements back to their companies for consideration and action.

That the companies report to the three sponsoring agencies within 60 days their actions or lack thereof, and

That the contents of these reports be made available to the participants of this conference.

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INDEX TO CASE STUDIES

Editor's note: It has become fashionable in recent years for reports and summaries of conferences and meetings dealing with socio-economic problems to be issued in two parts, one containing a general summary of the proceedings and the other composed of so called "case studies" or examples and illustrations of methods and approaches to solving a problem which have been discussed previously.

This approach has obvious advantages and disadvantages. In regard to the former, it enables a busy personnel man, government official or social case worker, to turn more readily to those illustrations and examples which are most pertinent to his immediate interests. The disadvantage, on the other hand, is that the "case study" approach must always present each individual case separately and out of context with related material to be found in the full conference report.

This Index is an attempt to compromise the advantages and disadvantages of the case study approach. It has been adopted in connection with this conference because we believe that the pioneering nature of its discussions makes it unusually necessary to relate individual solutions to the particular problems being discussed. On the other hand, we believe that the system of refering to the pages in the full Report on which "case study" type of illustrations occur will enable readers to readily find the examples which are of repeated or special interest.

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